

The Analysis of Foreign Language Comprehension of Primary School Children

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ABSTRACT

Language comprehension is a process of understanding a language. The main point of comprehension is an ability of a listener to catch a language message. The purpose of this study was to analyze foreign language comprehension of primary school children. This study used a descriptive qualitative research. The research subject was foreign language comprehension of primary school children and measurement instrument using direct observation. The results of the measurement of language comprehension of the children was analyzed using a theory of Herbert. Based on the data, the result told that the primary school children could understand and could also do what the writer asked to do. That meant that the primary school children had foreign language comprehension. Then the result could be used by readers who have children or students to use the children language comprehension as the basic to introduce foreign languages easily.

Keywords: *Foreign language, comprehension, English*

1. INTRODUCTION

Comprehension becomes an important case to measure people' understanding toward a language. It can be seen how the people can give appropriate reflect toward the message. Indonesia has done a big effort to solve Indonesians' foreign language comprehension by including English into curriculum. The result showed that most of Indonesian students are still difficult to understand the English. International schools generally use English in teaching although in primary school until senior high school. It means that there is a difference in foreign language comprehension between general school students and international school students. Comprehension is a process when listeners use sounds to build interpretation and use the interpretation on its work. Comprehension has two processe, they are construction and utilization processes [1]. It means that context can help people to predict a word. Comprehension is also the way of human to produce and develop the language itself. Comprehension is a process of understanding and parsing [2]. The processes have interrelated case to get the language comprehension. This study focused on foreign language comprehension of primary school children. This study was hold to see the comprehension works and give the solution for general school students in foreign language

comprehension. This study purposed to analyze the foreign language comprehension of primary school children. Many researchers have had studies about language comprehension. Prediction during language comprehension can happen at several stages of cases, including at the level of word case [3]. It told that language comprehension happened at some stages and levels. It has several processes in reaching the foreign language comprehension.

2. METHOD

This study aimed to analyze foreign language comprehension of primary school children. Then, this study used a descriptive qualitative in analyzing the data. Descriptive qualitative is a research aimed to get understanding of a phenomenon [4]. It shows how a phenomenon works. The writer took two primary school children as the sample. They are eighth years old and ten years old. The writer chose the primary school children because the primary school children have never learned English before. The result would be more valid because the primary school children got the English naturally. The data of this study were foreign language comprehension of primary school children. The primary school children are both female. They are the third and sixth grade of a primary school in Medan. The primary

school does not provide English lesson because the school is far from the city. The school is also still difficult to get signal of internet. The writer collected the data by doing observation directly. The writer gave ten instructions, ten statements and eight questions. The writer gave the instructions directly such as *sit down! stand up! open the door! close the door! go to the stall! point the lamp! point the door! point the house! point the bag! point the stall!* The statements were such as *Parlin cries. That is a door. That is a lamp. That is water. This is a house. It is hot. It is cool. It is good. Yes. No.* And the questions were such as *where is the lamp? Where is the door? Where is Parlin? Where is the stall? Where is the water? Where is the bag? Where is the book? Where is the house?.* The data were analyzed by using Herbert's theory. A comprehension is a process when listeners use sounds to build interpretation and use the interpretation on its work [1]. It shows a way of getting comprehension and showing the comprehension based on the context. It meant that foreign language comprehension is got by following two processes, namely construction and utilization processes.

3. RESULT AND DISCUSSION

This study aimed The result showed that the primary school children could give reflect towards the instruction given by the writer. The primary school children could also give reflect toward the statements given by the writer. The primary school children could also give reflect and answers toward the questions given by the writer. It meant that the primary school children had foreign language comprehension. They could use sounds to build interpretation and use the interpretation on its work as Herbert said on his theory. The primary school children could give reflect, do and answer what the writer gave, told and asked. They could understand words, phrases and also sentences and questions directly, such as:

- Sit down !
- Stand up!
- Open the door!
- Close the door!
- Go to the stall!
- Point the lamp!
- Point the door!
- Point the house!
- Point the bag!
- Point the stall!
- Parlin cries.
- That is a door.
- That is a lamp.
- That is water.
- This is a house.
- It is hot.
- It is cool.
- It is good.
- Yes.
- No.
- Where is the lamp?
- Where is the door?
- Where is Parlin?
- Where is the stall?
- Where is the water?
- Where is the bag?
- Where is the book?
- Where is the house?

The result showed that the primary school children could understand what the writer gave, told and asked. The primary school children could give and do reflect and also answer the questions given by the writer directly. It meant that the result proved the theory of Herbert about the language comprehension. The primary school children could use sounds to build interpretation and use the interpretation on its work. It shows that the children 100% could understand. When the writer told the words, phrases, the children gave responses, *this, that* and they pointed the materials. When the writer gave the questions, the children answered by pointing and also gave the answer such, *yes, no, cries, this, that.* When the writer gave the instructions, they did well, such as, *sit down, stand up, open the door, close the door, go to the stall, point the lamp, point the door, point the house, point the bag, point the stall.* Thus, the primary school children have foreign language comprehension, especially English. It meant that the primary school children could understand English in a general school, not only in international schools. The main point is the foreign language comprehension can be got in general schools and international schools. The key is how the teacher tells the foreign language well. It can be done by using gestures and showing the real objects. The gestures can give clues for the students to reach the message of the foreign language. The real objects directly give meaning of the foreign language message. It can help students to understand the foreign language. So, it is needed the teacher's creativity in teaching the foreign language. In most general schools, the teachers just focused on the material without

involving the process of the language comprehension. Finally the students were bored and lazy to study. It made the foreign language comprehension was low in general schools. Now, the result of this study opens the teachers' mind to teach more creatively. It can be done by using gestures and also introducing the real objects. So the students are easy to understand the foreign language. The language comprehension is also a way of interrelated sounds to make interpretation. It relates sounds to build interpretation to create the foreign language comprehension. The language comprehension also judges whether the listeners have got the foreign language message. The language message can be showed by giving responses. If it is a question, it will get an answer. If it is a statement, it will get a response. If it is a instruction, it will get an action based on the language message. The students will understand the foreign language if they get the appropriated meaning of the language message. They can give good responses fast.

4. CONCLUSION

The result of this study can be concluded that the primary school children have foreign language comprehension in English. It can be seen when the children could give reflect and responses to what words, phrases, sentences and questions they heard. The primary school children could use sounds to build interpretation and use the interpretation on its work. It meant that the primary school children could do well and also give good responses toward the instructions, statements and also questions given by the writer. The primary school children gave responses of the instructions by doing the instructions well. The primary school children gave responses of the statements by saying *this*, *that* and they pointed the object. The primary school children gave responses of the questions by pointing and answering *yes*, *no*, *cries*, *this*, *that*. It meant that the theory of Herbert can be used in this phenomenon. The primary school children follwed the processes of the foreign language comprehension. The theory works similarly in this phenomenon. The result can be used as a reference for teachers and also parents who want their children can cover foreign language or more than one language. The teachers and the parents can also use the result to support in teaching the children. The parents can introduce foreign language to their children as fast as possible although the children have not entered into schools. The parents can use gestures or may point or show real objects so they are easy to understand. The teacher can also use gestures or show real objects to make the students understand the foreign language message easily.)

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