

**ENGLISH LANGUAGE TEACHING AND LEARNING FOR YOUNG  
LEARNERS AT SD ISLAM AL-AZHAR 29 SEMARANG  
(A Descriptive Study at the Fifth Grade of SD Islam Al-Azhar 29  
Semarang in the Academic Year of 2015/2016)**

**THESIS**

**Submitted in Partial Fulfillment of the Requirement for the  
Degree of Bachelor of Education in English Language Education**



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*Wassalamu 'alaikum wr.wb.*

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has been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining the Bachelor Degree in English Language Education.

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## ABSTRACT

Title : English Language Teaching and Learning  
for Young Learner at SD Islam AL Azhar  
29 Semarang (A Descriptive Study at the  
Fifth Grade of SD Al-Azhar 29 Semarang  
in the Academic Year of 2015/2016)

Writer : Devita Ratna Sari

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This thesis discusses English language teaching and learning for young learners at the fifth grade of SD Islam Al-Azhar 29 Semarang in the academic year of 2015/2016. The purpose of this study is to investigate the English language teaching and learning for young learners at the fifth grade of SD Islam Al-Azhar 29 Semarang in terms of English teaching materials, teaching methods, and learning assessment.

This study used qualitative approach because the data were analyzed using sentences. The data were collected by three techniques; observation, interview, and documentation. Process of data analysis involved three activities; data reduction, data display, and conclusion drawing or verification. Descriptive qualitative analysis was used to present the result of study in the form of descriptive explanation. These descriptions were analyzed based on the principles of English teaching and learning process in young learners' education.

The result of this study showed that there was certain syllabus and lesson plan which were arranged by the teacher. Language materials were covered in the textbook which was provided by the foundation of Al-Azhar center. The textbook was designed specifically for young learners. Several teaching and learning methods were Cooperative Learning, Problem Solving, Audio Lingual Method, Grammar Translation Method, Total Physical Response, and Direct Method. The English learning assessments were test and non-test. Tests were true false question, matching question, multiple choice and non-tests were check list and rating scale.

The suggestion to the better English language teaching and learning for young learners are, the implementation of the teaching and learning process has to be appropriate with the lesson plan. The materials which are from the textbook should be reviewed whether those fit to be taught at the fifth grade of SD Islam AL-Azhar or not. Teacher must increase the attention for controlling students in the teaching and learning process. One of the characteristics of young learners is loving play, so they need more attention from the teacher to organize them in the class. Teacher must give more attention to the students who do not focus on the learning activity. So that teaching and learning process can be done clearly and the learning purpose can be achieved.

## MOTTO

كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهُ لَكُمْ وَعَسَىٰ أَن تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ وَعَسَىٰ أَن تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ ﴿٢١٦﴾

“Fighting has been enjoined upon you while it is hateful to you.

But perhaps you hate a thing and it is good for you; and perhaps you  
love a thing and it is bad for you.

And Allah Knows, while you know not.”

(Al-Baqarah: 216)

“When you want something, all the universe conspires  
in helping you to achieve it.”

(Paulo Coelho)

“If you’re doing your best, you won’t have  
any time to worry about failure.”

(M. Jackson Brown)

“Perbaiki jadwal shalatmu, maka Allah  
akan memperbaiki jadwal hidupmu.”

(Anonym)

## ACKNOWLEDGEMENT

*Bismillahirrahmaanirrahim,*

All praise be to almighty Allah Who always gives His blessing upon the researcher in her life and enabled her to accomplish this thesis entitled **“ENGLISH TEACHING AND LEARNING PROCESS FOR YOUNG LEARNERS AT SD ISLAM AL-AZHAR 29 SEMARANG (A Descriptive Study at Fifth Grade of SD Al-Azhar 29 Semarang in the Academic Year of 2015/2016)”**. The prayer and salaam are always offered to the prophet Muhammad, the noblest creature ever. In this opportunity, the researcher extends her gratitude to:

1. Dr. H. Raharjo, M.Ed.St, Dean of Education and Teacher Training Faculty for providing which supported the researcher in completion of this thesis.
2. Dr. Ikhrom, M.Ag, is the chairman of English Education Department.
3. Siti Tarwiyah, M.Hum is the advisor, for providing their valuable guidance.
4. Ariful Ulum, S.Pd. is the Headmaster of SD Islam 29 Semarang; Endah Wulandari, S.Pd. and Adi Reesky Nugraha, S.Pd. as the English teacher of SD Islam Al-Azhar 29 Semarang.
5. My beloved mother (Ibu Rohani) who always keeps me on her prayer teaches me how to understand others, how to be a



sincere person, and how to keep thinking positively. My beloved father (Bapak Heri Sugiyanto) who is never exhausted to work hard for his family.

6. My dear families who are always support my hassle in finishing this study and my uncle (Sarwono) who teaches me how to struggle, how to not be afraid to have big dreams, and thank you for the helping in my life.
7. Mrs. Rosmarin and my big family in B15 (Eonni, Fika, Tika, Tatik, Anik, Fufah, Atul, Olipah, Dwi., Bu Lek, Mbak Dah, Nanda, Ester), thank you for caring and loving me and always accompany my life in my beloved boardinghouse.
8. My beloved friends of English Education A 2012, especially for Devika, Ana, Ani, Ria, Aida, Ncu, Arti, Niha who accompany me in every moments in the campus, keep solidarity, and friendship.

Finally, the researcher realizes that this thesis is far from being perfect. Therefore, the researcher will happily accept constructive criticism in order to make it better. The researcher expects that this thesis may be helpful for all.

Amiin.

Semarang,  
The writer,

**Devita Ratna Sari**  
123411034

## **DEDICATION**

The final project is dedicated to:

My beloved parents who always support me in finishing my study, in every my way they pray, in every my fall they take care, in every my tears they amuse, in every my dream they support.

My uncle (Sarwono) who always inspired me to be better a person, to believe I can make all my dreams come true.

Thank you for the valuable efforts and affection which always flow every time.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In Global Era, English becomes important language to face the world. As we know if English is an international language which is used by largest number people in the world; English is intensively used in international communication. In Denmark and India, English is second language for citizen. In Indonesia English is as foreign language which is usually learned in school.

There are many people think that view mastering English has been of great importance for recent years concerning the influence of scientific and technological development. Therefore, there is an assumption that it will be easier for anyone to grasp information in the whole world, which is mostly uttered in English, if he or she possesses good ability in English.

Based on Islam point of view, every people is suggested to look for science, because anyone who has knowledge will be placed on the better degree. Allah stated in the holy Qur'an (Al-Mujadillah: 11)

...يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ

حَبِيرٌ

“...Allah will raise those who have believed among you and those who have been granted knowledge and Allah is well-Acquainted with what you do.” (Al-Mujadillah: 11)<sup>1</sup>

This verse explains that God will rise degree of believers, obedient and submissive to him, carrying out his commands; avoid His prohibitions, trying to create an atmosphere of peace, security, and peace in the society, as well as the magicians who use their knowledge to uphold God. Of this paragraph is understood that those who have the highest degree with Allah is the believers and knowledgeable. Science is practiced according to the dictates of Allah and His Messenger.<sup>2</sup>

Based on the case, Indonesia citizens on starting teaching English at Elementary School level, they believe that mastering English is one of some competences to be gotten to live in this era. There is a common assumption that the younger children learn foreign language, in this case English. Some people say that children learn languages faster than adults do. They talk of children who appear to pick up new languages effortlessly. This has something to do with the plasticity of a young brain.<sup>3</sup> They believe if children learn English earlier can be better to be success to get the target language. Actually the success of foreign

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<sup>1</sup> Departemen Agama RI, *Al-Qur'an dan Terjemahannya*, (Semarang, Toha Putra, 1993), p. 910.

<sup>2</sup> Departemen Agama RI, *Al-Qur'an dan Tafsirannya (Edisi yang Disempurnakan)*, (Jakarta, Penerbit Lentera Abadi, 2001), p. 25.

<sup>3</sup> Ebook: Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Pearson Education Longman, 2007), p.37.



language learning is not merely determined by the age. There are many factors to make sure that teaching English to young learners will be effective, such as teaching materials, teaching styles, learning styles and many other factors.

Teachers of young learners should provide the care necessary to meet these needs so that can thrive and focus on learning. In the others word, teachers of young learners have to job; to provide care and to provide instruction. In order to provide the best possible instruction, you need to adjust educational experiences to meet the developmental stages of the individual young learners. It is important to give young learners challenges that they are developmentally ready to meet.<sup>4</sup> Teachers therefore are responsible if specific new structure and new words are not learned and produced every lesson.<sup>5</sup>

Teaching English for young learners should be properly handled if it is to be successful. It need skill and dedicated teaching. To teach young learners, English teachers need to have a sound understanding of how students think and operate, that is how young learners learn a language. This will serve as the foundation for the implementation of teaching English to young learners.

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<sup>4</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (Singapore: McGraw-Hill Componles, 2006), p. 2.

<sup>5</sup> David Vale and Anne Feunteun, *Teaching Children English (A training course for teachers of English to Children)*, (Cambridge: Cambridge University Press, 2012), p. 32.

Government has released rule about teaching and learning of English at Elementary School, it is the decree of Minister of Education and culture (RI/No. 0478/4/1992, chapter viii) which states that an Elementary School can add lesson in its curriculum as long as they are not in contradiction with the objective of National Education. Follow up Decree of Ministry of Education and Culture, number 060/U/1993 dated February 25th 1993 which states that English can be introduced to the fourth grade students of Elementary School.<sup>6</sup>

Based on the 1994 curriculum, English at elementary school level is taught as local content to serve the need of the local community. At this level students learn English for the first time, so they just learn the simple English patterns including vocabulary, grammar, etc. The program begins from the fourth grade till the sixth grade. The aim is to equip students with the ability to listen, speak, read, and write simple materials in English by emphasizing on the communicative skills in a number of topics which are relevant to the need of local community, such as, industry, tourism, and arts in Central Java (GBPP Mulok SD, 1995:2).<sup>7</sup>

Teaching for students of elementary school is not the same as teaching adult because they have different characteristics

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<sup>6</sup> <http://gudangmakalah.blogspot.co.id/2013/04/tesis-teaching-english-to-young-learners.html>, accessed on 13 October 2015.

<sup>7</sup> <http://gudangmakalah.blogspot.co.id/2013/04/tesis-teaching-english-to-young-learners.html>, accessed on 13 October 2015.

and motivation. They are different from adults, so the way of teaching must be different too. There are some general characteristic of the children in that group (a) they are competent user of mother tongue, (b) they can tell the difference between fact and fiction, (c) they love to play and learn best when they enjoy themselves seriously and like to think that what they are doing in real work., (d) they are enthusiastic and positive thinking, (e) they rely on the spoken as well as the physical words to convey and understanding meaning, (f) They are able to work with others and learn from others, (g) their own understanding comes trough eyes, hands and ears, (h) they have very short attention and concentration.<sup>8</sup>

If the teacherss can not teach the children properly, the children may not enjoy their learning. Consequently, the teaching learning process may fail. Elementary school teachers need appropriate methods to teach the students. The proportions of the materials for young learners are different from that of the adult learners. They have different motivation and characteristic. It will be difficult when the teachers cannot motivate young learners intensively. Through motivation from their teacher it will increase their interest to learn better, so the students' interest in learning will be same as their interest in playing. To find out the

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<sup>8</sup> Sofika Chandra Nilawati (2201403685), “The Effectiveness of Teaching Vocabulary by Using Pupet at Elementary School Students (The Case Study of the Fourth Graders of SDN Leteh II Rembang in the Academic year of 2007/2008)”, *Thesis* (Semarang: Program Sarjana UNNES, 2009).

best technique for teaching young learners need an intensive analysis, especially for the teachers. They should create alternative of techniques to teach young learners in order to make them interested to what they are going to learn and avoid boredom.

The rules of teaching and learning to young learners at elementary school are organized on BSNP (Badan Standar Nasional Pendidikan). There are standard competence and basic competence to guide teachers for teaching young learners at elementary school. Based on BSNP rules, teachers can arrange appropriate method, lesson plan, materials, and assessing.

Elementary teachers need appropriate methods to teach the students. They have to choose the best method, so that the aims of teaching and learning can be achieved. From the idea, researcher wants to observe teaching and learning process for young learner at elementary school.

Based on the background above, the researcher is interested to analyze English teaching and learning for young learners. Young learners will be the subject of the study is an exact choice to research English teaching and learning in different point of view. This study will be conducted at the fifth grade of SD Islam Al-Azhar 29 Semarang in the academic year of 2015/2016. The researcher chooses SD Islam Al-Azhar 29 Semarang because the school has language teaching learning process better than other schools. For choosing the fifth grade

students because they are more mature than other class, so they had enough experienced before. That's why the researcher is going to research under title **ENGLISH LANGUAGE TEACHING AND LEARNING FOR YOUNG LEARNERS AT SD ISLAM AL-AZHAR 29 SEMARANG (A Descriptive Study at the Fifth Grade of SD Islam Al-Azhar 29 Semarang in the Academic year of 2015/2016).**

**B. Reasons for Choosing the Topic**

1. The researcher is interested in describing an English language teaching and learning for young learners at SD Islam Al-Azhar 29 Semarang. Actually there are differences in teaching adults learners and young learners. The point is still uncared by teacher and school.
2. The researcher think in teaching young learners teacher must aware to the students' needs. So, teacher must choose appropriate materials, methods and assessment. This research is hoped can show about teaching young learners especially at elementary school.

### **C. Research Questions**

1. What language materials are covered in English lesson for young learners at the fifth grade of SD Islam Al-Azhar 29 Semarang in the academic year of 2015/2016?
2. What methods are used to teach young learners at the fifth grade of SD Islam Al-Azhar 29 Semarang in the academic year of 2015/2016?
3. How does the teacher asses young learners in teaching English at the fifth grade of SD Islam Al-Azhar 29 Semarang in the academic year of 2015/2016?

### **D. Objectives of the Study**

1. To describe language materials covered in English course for young learners at the fifth grade of SD Islam Al-Azhar 29 Semarang in the academic year of 2015/2016.
2. To describe methods are used to teach young learners at the fifth grade of SD Islam Al-Azhar 29 Semarang in the academic year of 2015/2016.
3. To describe some assessment applied in English course for young learners at the fifth grade of SD Islam Al-Azhar 29 Semarang in the academic year of 2015/2016.

## **E. Scope of the Study**

This research observed the process of EFL teaching at the fifth grade of SD Islam Al-Azhar 29 Semarang in the academic year of 2015/2016. This is done because as the ones who teach English in the classroom, it is the teachers themselves who prepare the instruction, apply the teaching and learning process in the classroom, and then assess their students' learning progress and learning achievement. This research will show materials, methods, assessing to young learners at fifth grade of SD Islam Al-Azhar 29 Semarang in the academic year of 2015/2016. There will be the obstacles and the solutions during teaching and learning process.

## **F. Significances of the Research**

This research is expected to be able to give information for the researcher herself and people in educational field dealing with teaching materials, teaching methods, and learning assessments for young learners at elementary school effectively and efficiently. The researcher expects that this research can be useful as:

### **1. For the teachers**

The result of the study is expected to be useful for Elementary School English language teachers. The researcher hopes that the English teachers at Elementary

School will get more information about young learners at elementary school and they can teach successfully.

2. For the researcher

The researcher hopes that the students will get an appropriate treatment in English learning so that they are going to learn English comfortably and do not get any difficulties anymore.

3. For the reader

By reading this study, the reader will get more information and experience about teaching and learning for young learners at Elementary School, especially at SD Islam Al-Azhar 29 Semarang.



## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **A. Previous Research**

1. Teaching and Learning Process of Speaking Skill (A Descriptive Study at Fourth Grades of SD Hj. Isriati 1 Semarang in the Academic Year of 2010/2011). This thesis was written by Muhammad Ahbab (063411010), a bachelor of Education Faculty Walisongo States Institute for Islamic Studies. This research is aimed at finding the answer to the following research questions: How is the implementation of English teaching and learning process of speaking in terms of material, teaching methods, and learning assessments at the fourth grades of SD Hj Isriati 1 Semarang? The objective of this study is to identify the implementation of English teaching and learning process of speaking class in terms of material, teaching methods, and learning assessments at the fourth grade of SD Hj Isriati Baiturrahman 1 Semarang. This study is a descriptive research. Data collection is done using observation, documentation, and interview. To analyze the data, descriptive qualitative analysis is used; it is to present the result of study in the form of descriptive explanation. Result of the study shows some findings. The material of speaking class is taken from *English Workbook for Elementary School* which gives the students some practices of

speaking skill. The methods implemented in teaching speaking are CLT, PPP and Direct Method. The learning assessments are done by performing pair dialogue, giving students tasks and asking students to make sentences. Similar to previous research and the research, this researcher will investigate the English teaching learning in terms teaching materials, teaching methods, and learning assessments. The difference both, this research investigated English teaching and learning process for young learners not in specific aspect, for previous research had investigated teaching and learning process of speaking skill.<sup>1</sup>

2. Educating English Language Learners in the Elementary Classroom. This thesis was written by Elizabeth R. Wallace, a bachelor of Education and human Development State University of New York. According to the National Clearinghouse for English Language Acquisition, English Language Learners are the fastest-growing student population in schools across the United States. This research focused specifically on two school districts surrounding Syracuse, New York: Liverpool and Oswego school districts. In order to identify the amount of coursework and/or professional development of elementary classroom teachers regarding

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<sup>1</sup> Muhammad Ahabab, *Teaching and Learning Process of Speaking Skill A Descriptive Study at Fourth Grades of SD Hj. Isriati 1 Semarang in the Academic Year of 2010/2011*, Unpublished Thesis (Semarang: IAIN Walisongo, 2011), p. 7.

ELLs and the potential gaps, eighteen elementary classroom teachers and two English as a second language (ESL) teachers answered a 12-question survey. The survey was sent only to elementary school teachers in buildings within those two districts, Oswego City School District and Liverpool Central School District, as identified by the New York State Education Department as schools with “limited English proficient” students. Through the current research and this thesis project, the researcher will create a professional development workshop where elementary school teachers will learn the necessary background Educating English Language Learners in the Elementary Classroom knowledge on second language acquisition and effective teaching strategies for ELLs, as supported by the teachers responses from the survey. The similarity of previous research and this research, both investigate elementary school. But previous research had observed some elementary school and this research had observed one elementary school.<sup>2</sup>

3. Teaching English to Young Learners: Through the Eyes of EFL. This Journal was written by Ebru Atak Damar, Esim Gursoy, Sule Celik Korkmaz, from International Association of Research in Foreign Language Education and Applied

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<sup>2</sup> Elizabeth R. Wallace, *Educating English Language Learners in the Elementary Classroom*, Unpublished Thesis (New York: State University of New York, 2014), p. 4-5.

Linguistics Uludag University, Turkey. Turkey has recently changed the English language teaching (ELT) program for primary schools. The new changes required an earlier start for language learning, which are promising in terms of the importance given to foreign language teaching. However, the implementation of these changes requires readiness on the part of the teachers and preparation for the universities to compensate for the pre- and in-service training needs. Involvement of teacher trainers and teachers in the language teaching process is important for a successful implementation of a language policy. Thus, this study aims to investigate the teachers trainers' views about the starting age for L2 learning, and the appropriate methodology for teaching English to young learners. *A survey-type data collection method was used.* 72 EFL teacher trainers from seven different public and private universities contributed to the study. The results revealed that EFL teacher trainers prefer language education to start at the first stage of primary school and even earlier during pre-school, which are in line with the recent changes in the curriculum. The trainers emphasized the importance of appropriate methodology and assessment techniques that are in accordance with the cognitive, emotional, and physical development of children. In conclusion, trainers views about early language learning and beliefs about TEYL are in accordance with the basic premises of the newest language

curriculum. The findings are important so that the majority of academicians seem to agree with the changes made. As the participants are responsible for the training of prospective teachers who will use the curriculum it will no doubt affect the quality of education. Moreover, the results can be interpreted as an indication of acceptance of the principles of the curricula as well as the future practices related to TEYL. Similar of previous research and this research is investigating about young learners. But there is difference such as previous research had investigated teaching English to young learners: through the eyes of EFL and this research had investigated teaching and learning process for young learners at SD Islam Al-Azhar 29 Semarang.<sup>3</sup>

## **B. Literature Review**

### **1. Definition of Young Language Learners**

Young learners are primary students. In terms of age, young learners are between the ages of approximately five and twelve.<sup>4</sup> In the education systems, young learners are children who are in primary or elementary school. According to Daniel Muijs and David Reynolds based on their book, young learners have the characteristics, which are: (a) they can differentiate

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<sup>3</sup> Ebru Atak Damar, Esim Gursoy, etc., *Teaching English to Young Learners: Through the Eyes of EFL Teacher Trainers*, (Turkey: Uludag University, 2013), p.95.

<sup>4</sup> Ellis G. 2014. "Young learners": clarifying our terms'. *ELT Journal* 68/1: 75–8.

objects based on their characteristics; (b) they can arrange logical combination where A is fewer than B and B is fewer than C, etc.; (c) they can develop the way to think which is reasonable and systematic, but they still think based on the physical.<sup>5</sup>

Young language learners are learners who are learning a foreign and second language and who are doing during the first six and seven years of formal schooling.<sup>6</sup> Young language learners are able to make some decisions about their own learning and they have definite views about what they like and do not like doing. That is why they are innately independent learners who can easily be assisted to take responsibility for their own progress. There is a realistic basis for raising self-awareness, helping them learn how to set objectives, identifying needs and taking control over their own development. All this implies facilitating their growth into autonomous and life-long learners.<sup>7</sup>

The age of our students is a major factor in our decision about how and what to teach. People of different ages have different needs, competences, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, whereas for adults we can reasonably expect a greater use of abstract thought.

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<sup>5</sup> Daniel Muijs & David Reynolds, *Effective Teaching: Teori dan Aplikasi*, (Yogyakarta: Penerbit Pustaka Belajar, 2008), p. 24-25.

<sup>6</sup> Penny McKay, *Assessing Young Language Learners*, (Cambridge: Cambridge University Press, 2008), p. 1.

<sup>7</sup> Mario Camilleri, etc., *Information and Communication Technologies and Young Language Learners*, (Kapfenberg: Council of Europe, 2003), p. 9.

Some people say that young learners learn languages faster than adults do. They talk of young learners who appear to pick up new language effortlessly. By being aware of what young learners can and cannot do developmentally, teachers are better able to provide appropriate learning experiences for their young learners.

Actually we have to know if young learners learn differently from adolescents and adults in the following ways. There are some points of them, they are: <sup>8</sup>

- a. They respond to meaning even if they do not understand individual words.
- b. They often learn indirectly rather than directly. That is they take information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
- c. Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
- d. They generally display an enthusiasm for learning and a curiosity about the world around them.
- e. They have a need for individual attention and approval from the teachers. They are keen to talk about themselves, and

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<sup>8</sup> Ebook: Jeremy Harmer, *The Practice of English Language Teaching...*, p.38.

respond well to learning that uses themselves and their own lives as main topics in the classroom.

- f. They have a limited attention span, unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

Young learners can be exposed to co-operative modes of discovery learning as they are interested in exploration. They have a rather inquisitive nature and they are able to work with others. Young learners prefer learning by doing, thus experiencing reality. Learning about or through abstract concepts is not a style of young learners to learn. Young learners are natural learners, provided they are offered an informal context to promote their active involvement in making sense of things. They are able to seek information from others when it is needed and can use what has already been known socially and psychologically alike. While learning, they discover the nature of their own learning.

Young learners have unique characteristics which have to get attention by the teachers. When the teachers can understand about young learner it makes the way to teach easier and the teachers can teach well.



## 2. The Differences between Young and Adult Learners

Young learners do not get big attention for the teachers, whereas they have unique characteristics which must be known by the teachers before starting the teaching. The teacher must know the differences characteristics between young and adult learners. First, young learners have shorter attention span than adult.<sup>9</sup> The young learners cannot keep concentration and interest in learning material and activity for a long time. They will be bored. But, the adult learners are more able to keep concentration and interest in learning material and activity.

Second, the emotional factor which influences learning inhibition of young learners and adults is different.<sup>10</sup> As an example, when practicing English utterances, adult learners are too shy to speak up in front of class. But, young learners have braveness to speak up in front of class. When receiving corrective feedback, particularly when in social community, young learners are not shy to receive it. Different from young learners, adult learners are shy with their friends in receiving corrective feedback. Thus, young learners have longer social interaction with their friends in practicing English language than adult learners.

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<sup>9</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Ed, (San Fransisco: Longman, 2001), p. 88.

<sup>10</sup> H. Douglas Brown, *Teaching by Principles...*, P.91.

Third, young learners get grammatical rule inductively and adult learners get grammatical rule deductively. Young learners learn grammatical rule by some examples from the teachers. They will be difficult to understand if the teachers just give the patterns of grammatical. On the other hand, adult learners can understand the patterns if grammatical rule without the teachers gives them the example.<sup>11</sup>

Such as the explanation above the teachers have to pay attention more about the characteristics of young learners. It makes the teachers easier to choose appropriate methods and materials to teach them. Appropriate methods and materials can be the points to make teaching and learning process can do successfully.

### **3. English Language Teaching and Learning at Elementary School Students**

Learning a foreign language is not as easy as learning native language. In learning a foreign language, the learners may meet all kinds of learning problems dealing with vocabulary, sound system, and how to arrange words into sentences that are quite different from those native languages.

Like any other learners of English as a foreign language, Indonesian learners also meet difficulties in learning English

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<sup>11</sup> Binti Maziyyah, "The English Vocabulary Acquisition Of Second Grade Students Of Al Irsyad Islamic Elementary School Purwokerto In The Academic Year Of 2009/2010", Skripsi (Semarang: Bachelor Program UIN Walisongo, 2010), p. 8-9.

since their native language is quite different from English. Learning a foreign language which is quite different from native language is very difficult for Indonesian learners. Consequently, the learners should have a great motivation. They should be serious in learning English because learning language actually needs a total physical, intellectual, and emotional response.

In teaching a foreign language, a teacher should have an objective. The common objective of teaching a foreign language is to make learners to be able to communicate by using the target language orally and written form. According to Brown, teaching is guiding and facilitating learning, enabling, and setting the condition for learning.<sup>12</sup>

According to Finocchiaro there are some factors that should be considered before teaching a foreign language such as English. Those factors are “age, ability, aspiration and need, native language, and previous language experience”.<sup>13</sup> By that statement, it can be concluded that the material which is going to be presented should be based on the learners’ age, ability,

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<sup>12</sup> H. Douglas Brown, *Principles of Language Learning and Language Teaching*. (New Jersey: Prentice Hall Inc, 1988), p. 8.

<sup>13</sup> Yenny Octaviany, “The Application of Total Physical Response in Teaching English Vocabulary to the Fourth Graders of Sd Negeri 04 Krajankulon Kaliwungu Kendal in the Academic Year Of 2006/2007”, *Skripsi* (Semarang: Program Sarjana Universitas Negeri Semarang, 2007), p. 7.

aspiration and need, native language, and previous language experience.<sup>14</sup>

Teaching elementary school students is not an easy thing. There are many considerations that should be taken on how to teach and what to teach. As we know if elementary school students as young learners have characteristics which can be based orientation how and what to teach them.

Mary Slattery and Jane Willis in their book “English for Primary Teacher”, they explain some ways to teach elementary school students. Those are:<sup>15</sup>

- a) Teacher encourages them to read in English (stories, comics, reading games).
- b) Teacher encourages them to work meanings out for themselves.
- c) Teacher explains things about language, but only very simple things.
- d) Teacher uses a wider range language input as their model for language use.
- e) Teacher encourages creative writing and helps them to experiment with language.
- f) Teacher explains the intentions and asks them to help with organization of activities.

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<sup>14</sup> Finocchiaro, *English as A Second Language: From Theory to Practice*. New York: Regent Publishing Company, 1974), p. 14.

<sup>15</sup> Mary Slattery and Jane Willis, *English for Primary Teacher*, (New York: Oxford University Press, 2003), p. 5.

Actually we have to know if there are many various ways to teach English for elementary school students which can the teachers apply in the class. The teachers just have to take orientation on their characteristics, so the teachers are going to apply appropriate method and materials in their teaching process.

The teachers have to provide fun and enjoy on their teaching process. Fun teaching is more interesting for elementary school students. The students will enjoy their learning.

#### **a. Elementary School Students**

The range of the elementary school students is between six to twelve years old. They have different characteristics and motivations from the students of junior high School, senior high school and University. It makes teaching elementary school students is not the same as teaching adults because the students of the elementary school may have low motivation in learning. In this case, teacher has a challenge to motivate the students in learning something new.

Elementary school students as young learners have differences between adult learners. Therefore, it is necessary for us to treat them in different ways, in order to make them feel conventions. In the same case, teaching English for the Elementary School level is also different from teaching English for students at the higher levels.<sup>16</sup>

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<sup>16</sup> Mary Slattery and Jane Willis, *English for Primary Teacher...*, p. 5.

## **b. Characteristics of Elementary School Students**

Teaching English to young learners has become important in recent years based on the development of curriculum in Indonesia. However, it is not always an easy task to teach young learner. It is a fact that children are different from adult physically and mentally.

The age has become a main factor to formulate decisions on teaching students. The students who are considered as young learners enjoy studying language through loads of cheerful activities in a bright and colorful room. While adult are expected to use abstract notions since they can think rationally. As Harmer affirms that adults often encompass clear understanding of why they are learning and what they wish to comprehend out of it.<sup>17</sup>

Unlike adults, children are not self-motivated and do not have an immediate need to learn English. They are not concerned with job or university degree that requires knowledge of English. Their world games, events interest to them, new knowledge that many come across and question that their inquisition minds may ask.

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<sup>17</sup> Ebook: Jeremy Harmer, *The Practice of English Language Teaching...*, p.40.

According to Slattery and Willis, there are some general characteristic of elementary school students<sup>18</sup>:

- 1) They are learning to read and write in their own language.
- 2) They are developing as thinkers.
- 3) They understand the difference between the real and the imaginary.
- 4) They can plan and organize how best to carry out an activity.
- 5) They can work with others and learn from others.
- 6) They can be reliable and take responsibility for class activities and routines.

The elementary school students learn **English** language by practicing and experiencing. They interest to imitate and practice something which was happened in their environment. They enjoy repeating what they have known.

As young learners, the elementary school students need the teachers' individual attention as much as possible.<sup>19</sup> They need it to be guided to learn individually. For example, when the elementary school students are doing tasks, the teachers can go round and asking about what they are doing.

The elementary school students are enthusiastic to talk about themselves. They are interested in learning when the

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<sup>18</sup> Mary Slattery and Jane Willis, *English for Primary Teacher...*, p.5.

<sup>19</sup> Ebook: Jeremy Harmer, *The Practice of English Language Teaching...*, p.

teachers use themselves and their own life as main topics in the classroom.<sup>20</sup>

According to Scoot and Ytreberg (1990: 2-4), the general characteristics of students in elementary school are as follows<sup>21</sup>:

- 1) They are competence users of mother tongue.
- 2) They can tell the difference between the fact and fiction.
- 3) They love to play and learn best when they enjoy themselves, but they also take themselves seriously and like to think what they are doing is really work.
- 4) They are enthusiastic and positive about learning.
- 5) They rely on the spoken word as well as the physical world to convey and understand meaning.
- 6) They are able to work with others and learn from others.
- 7) Their own understanding comes through eyes, hands, and ears.
- 8) They have very short attention and concentration span.

Based on “Psikologi Perkembangan” written by Tim Pengembangan MKDK IKIP Semarang, the characteristics of elementary school students are<sup>22</sup>:

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<sup>20</sup> Ebook: Jeremy Harmer, *The Practice of English Language Teaching...*, p. 38.

<sup>21</sup> Wendi A Scoot, and Lisbeth H. Ytreberg, *Teaching English to Children*. New York: Longman, 1990), p. 2-4.

<sup>22</sup> Tim Pengembangan MKDK IKIP Semarang. *Psikologi Perkembangan*. Semarang: IKIP Semarang Press, 1989), p. 102.



- 1) The elementary school students are the children between 7 to 12.
- 2) They are in the smart age. They often show what they know and are proud of it.
- 3) There is strong correlation between physical condition and school achievement.
- 4) They intend to praise themselves.
- 5) At the end of this phase, they begin to have an interest in special subject.

There are many things which have to know about elementary School students. Explaining what elementary school students like<sup>23</sup>:

- 1) Activity

The most obvious and yet most frequently overlooked characteristic of elementary school children is their tendency to be active. Some children, of course, are much more active than others. This is to be expected. Teachers should be concerned about children whose behavior is extremely passive or extremely active. Either extreme may be a product of genetics, of poor diet, or of environmental factors.

Teachers are sometimes bothered by the high level of activity in their classroom. A common reaction is, “Why I can’t I have small portion of that energy?” A more fruitful

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<sup>23</sup> Kenneth, T. Henson & Delmar Janke, *Elementary Science Methods*, (United State: McGraw-Hill Inc, 1984), p. 23-25.

approach is to recognize the fact that children are generally more active than adults because of their high levels of energy and mental alertness. Remembering these fundamental characteristics, the teachers will be inclined to provide activities which will utilize children's energy, channeling it in positive directions.

## 2) Curiosity

If there is another characteristic of children that is almost as noticeable as their high level of activity, it is their tendency to be curious. You have undoubtedly noticed how alert children are to the many things in their environment and how quickly their attention shifts from one aspect to another. However, this curious spirit often backfires on children, getting them into trouble. This is indeed unfortunate, since curiosity can be the most important factor in learning.

On the other hand there are many sides of Elementary School students which have to be developed, those are:

### 1) Physical Development

For the elementary school child, physical growth occurs at a slow, steady pace. While girls tend to mature slightly more rapidly than boys, on the average elementary school children grow about 3 inches taller each year and gain about 5 to 6 pounds.

Parents tend to over emphasize the significance of the size of their children; size and health are not necessarily

correlated. Most important is the psychological, sociological, and emotional damage that may result when the child's peers become overly critical of what appear to be abnormalities, or when parent's expectations exceed a child's level of development.<sup>24</sup>

## 2) Mental Development

The mental development of children affects and is affected by growth in other areas-especially social and emotional development. As we examine these other areas of development, we should look for ways in which they affect the child's ability to learn.

According to Jean Piaget, cognitive growth, or intellectual development, occurs in four broad periods; sensorimotor intelligence (birth to 2 years), preoperational thought (2-7 years), concrete operations (7 to 11 years), and formal operations; but everyone passes through the same developmental sequence. If a teacher presents a lesson that involves a stage of thinking above the current developmental level of a child, learning for that child will be difficult or impossible. The implications for teachers, therefore, are important.<sup>25</sup>

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25. <sup>24</sup> Kenneth, T. Henson & Delmar Janke, *Elementary Science Methods...*, p.

26. <sup>25</sup> Kenneth, T. Henson & Delmar Janke, *Elementary Science Methods...*, p.

Elementary teachers will most often work with students who are at the concrete-operations stage, special attention will be given to this level. A child who has reached this level can solve conservation problems; “his thought is less egocentric, he can decenter his perceptions, he follows transformations, and most important, he can reserve operations. When conflicts arise between perception and reasoning, the concrete operational child makes judgments based on reasoning.

### 3) Social Development

The process of social development is continuous from birth onward. Initially, an infant is completely egocentric. This point of view is first extended to include the family. The next extension is to neighbors such as children who live in the same street or in the same building. When school age is reached, child must learn to consider and meet the expectation of a number of classmates. The teachers who is aware of the feelings of neglected, rejected, or ostracized children will obviously be mere tolerant of their attempts to gain attention in the classroom. In some instances the aware teacher may even be able to assign responsibility to children

which will help them to earn the respect and acceptance of their friends.<sup>26</sup>

#### 4) Emotional Development

In the development process, children learn to experience many kinds of emotions: anger, happiness, fear, curiosity, and affection, to name only a few. A wide variety of emotions reduces boredom, and can add pleasure to everyday experiences. The children will learn many emotions by socializing with their environment. The teacher has to guide them to still have good emotions or can control the bad emotions.<sup>27</sup>

Children emotion can influence teaching and learning process, therefore the teacher has to makes sense it. Young learners as children still need teacher attention more. When teacher can control children emotions, it can make the teacher achieve teaching and learning aims easier.

#### 5) Moral Development

The children have to get many moral values from their environment, because the period is created the characters and behaviors. Especially in the school, teacher has to give them the moral values by learning in the class or in class interactions. The example is children should be

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<sup>26</sup> Kenneth, T. Henson & Delmar Janke, *Elementary Science Methods...*, p. 33.

<sup>27</sup> Kenneth, T. Henson & Delmar Janke, *Elementary Science Methods...*, p. 35-37.

given the opportunity to help animals. The activity will be made the children more aware to their environment.<sup>28</sup>

Elementary teachers should also introduce principles of behavior to get students to decide for themselves what is right and what is wrong. The most important, the teachers should remember that our role in moral development is not to teach our values, but rather to lead students to consider their own behavior and their reasons for behaving as they do.

The teachers role involves being aware of each child's level of development and social, emotional, moral, and intellectual needs, but it also involves more. Hoover said if the general role of the elementary school teachers as follows: "The three most important elements that teachers should give to these children are love, understanding and stimulation."<sup>29</sup>

The elementary teacher has opportunity to bring the world to the child and the responsibility of helping the child find and make a place in the world.

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<sup>28</sup> Kenneth, T. Henson & Delmar Janke, *Elementary Science Methods...*, p. 37-38.

<sup>29</sup> Kenneth, T. Henson & Delmar Janke, *Elementary Science Methods...*, p. 39.

#### 4. English Language Teaching Methods for Young Learners

According to Edward Anthony there are three hierarchical elements, namely approach, method, and technique. An approach is a set of assumption dealing with nature of language, learning, and teaching. Method is described as an overall plan for systematic presentation of language based upon a selected approach. Technique is the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.<sup>30</sup>

A teacher has to choose an appropriate method in teaching process. It is based on considerable of students' characteristics, students' capability, students' need, and many others. According to Diane Larsen and Freeman, at least there are eight methods for teaching language.<sup>31</sup>

We can find there are many methods to teach English. Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching methods. A method that is based on the assumption that we learn another language as young learners his native language will differ from one based on the assumption that

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<sup>30</sup> H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 14.

<sup>31</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p. 1-8.

learning a foreign language is not the same as learning a mother tongue.<sup>32</sup>

a. The Grammar-Translation Method

The roles of the Grammar-Translation Method are very traditional. The teacher is the authority in the classroom. The students do as the teacher says so they can learn what the teacher knows. Students are taught to translate from one language to another. Often what they translate are readings in the target language about some aspects of the culture of the target language community. Students study grammar deductively; first, they are given the grammar rules and examples. Second they are told to memorize them. The last they are asked to apply the rules to other examples. They also learn grammatical paradigms such as verb conjugations. They memorize native language equivalents for target-language vocabulary words. A fundamental purpose of learning a foreign language is to be able to read literature written in the target language.<sup>33</sup>

b. The Direct Method

It is stated by Diane Larsen Freeman in *Techniques and Principles in Language Teaching* as follows:<sup>34</sup>

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<sup>32</sup> Bambang Setiyadi, *Teaching English As A Foreign Language*, (Yogyakarta: Penerbit Graha Ilmu, 2006), p.20.

<sup>33</sup> H. Douglas Brown, *Teaching by Principles: an interactive Approach to language Pedagogy*, p.35.

<sup>34</sup> Diane Larsen Freeman, *Techniques and Principles in Language*, p. 23.



*As with the Grammar-Translation Method, the Direct Method is not new. Its principles have been applied by language teachers for many years. The Direct Method has one basic rule: no translation is allowed.... In fact, Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids with no recourse to the students' native language.*

The teacher introduces a new target language word or phrase. He demonstrates the meaning through the use of realia or pictures, and he never translates it into the students' native language. Students speak in the target language a great deal and communicate as if they were in the real situation.<sup>35</sup>

c. The Audio-Lingual Method

In the Audio-Lingual Method, new vocabulary and structural patterns are presented through dialogues. The dialogues are learnt through imitation and repetition. The exercises are conducted based upon the patterns present in the dialogues. Grammar is introduced from the example; explicit grammar rules are not provided. Students' reading and written work is based upon the oral work they did earlier. Teacher wants their students to be able to use the target language

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<sup>35</sup> Diane Larsen Freeman, *Techniques and Principles in Language*, p. 23-26.

communicatively. In order to do this, they believe students need to over learn the target language.<sup>36</sup>

d. Silent Way

Only the learner can do the learning and the teacher just give the helping in the teaching and learning process. The role of the students is to make of what they know, to free themselves of any obstacles that will interfere with giving their utmost attention to the learning task, and to actively engage in exploring the language. Students should be able to use the language for self-expression to express their thought, perceptions, and feelings. In order this to do this, they need to develop independence. Students become independent by relying on themselves. Therefore, the teacher must give them only what they absolutely need to promote their learning.<sup>37</sup>

e. Desuggestopedia

The teacher is the authority in the classroom. In order for the method to be successful, the students must trust and respect to the teacher. If the the students trust the teacher, they can feel more secure. If they feel secure, they can be more spontaneous and less inhibited. The teacher hopes the students use the target language for everyday communication. The method is developed to help students eliminate the feeling that

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<sup>36</sup> H. Douglas Brown, *Teaching by Principles: an interactive Approach to language Pedagogy*, p.22-24.

<sup>37</sup> Diane Larsen Freeman, *Techniques and Principles in Language*, p. 53-60.

they cannot be successful and to help them overcome the barriers to learning.<sup>38</sup>

f. Community Language Learning

Teachers consider not only their student's feelings, but also have some understanding of the relationship among students' feelings, physical reactions, instinctive protective reactions, and desire to learn. Language learners and teacher build an intense atmosphere of warmth and become closer. The teacher supports the students in their struggle to master the target language. Initially the students are very dependent but they will develop become independent in the teaching and learning process.<sup>39</sup>

g. Total Physical Response

TPR is based on the promise that people brain has a biological program for acquiring any languages. Based on the developmental psychology, the proponents of TPR claim that memory is increased if it is stimulated through association with motor activity<sup>40</sup>

Initially the teacher is the director of all student behavior. The students are imitators of the teacher nonverbal

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<sup>38</sup> Diane Larsen-Freem, *Techniques and Principles in Language Teaching*, (United Kingdom: Oxford University, 2002), p.73.

<sup>39</sup> Diane Larsen-Freem, *Techniques and Principles in Language Teaching*, p.89.

<sup>40</sup> Bambang Setiyadi, *Teaching English As A Foreign Language*, p.125.

model. At some point (usually after ten to twenty hours of instruction), some students will be ready to speak. At the point there will be a role reversal with individual students directing the teacher and the other students. The first phase of a lesson is one of modelling. The instructor issues command to a few students, the performs the action with them. In the second phase, these same students demonstrate that they can understand the commands by performing them alone. The teacher next recombines elements of the command to have students develop flexibility in understanding unfamiliar utterances. These commands, which students perform, are often humorous. After learning to respond to some oral commands, the students learn to read and write them. When the students are ready to speak, they become the ones who issue the commands. After students begin speaking, activities expand to include skits and games.

#### h. Communicative Language Teaching

The teacher facilitates communication in the classroom. In this role, one of these major responsibilities is to establish situations likely to promote communication. During the activities the teacher acts as an adviser, answering students' questions and monitoring their performance. The teacher might be a communicator engaging in the communicative activity along with students. Students are,

above all, communicators. They are actively engaged in negotiating meaning in trying to make them understood and in understanding others-even when their knowledge of the target language is incomplete.<sup>41</sup>

Methods serve as a foil for reflection that can aid teachers in bringing to conscious awareness the thinking that underlies their actions.<sup>42</sup> A method which is implemented in the classroom is going to be affected not only by who the teachers is, but also by who students are , their and the teachers' expectations of appropriate social roles, the institutional constraints and demands, and factors connected to the wider sociocultural context in which instruction take place.

In their book, David Vale and Anne Feunteun explain some techniques to teach young learners;<sup>43</sup>

a. Choral Drills

Drill is a classroom technique used to practice new language. It involves the teachers modelling a word or a sentence and the learners repeating it. There are different kinds of drilling, such as choral drill, which involves the

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<sup>41</sup> Diane Larsen-Freem, *Techniques and Principles in Language Teaching*, p.121-125.

<sup>42</sup> Diane Larsen-Freem, *Techniques and Principles in Language Teaching*, (United Kingdom: Oxford University, 2002), p. ix.

<sup>43</sup> David Vale and Anne Feunteun, *Teaching Children English...*, p. 125.

whole class, and substitution drill, where the teachers changes the cue words after each repetition.

Drilling is a classroom technique which some teachers reject due to a possible lack of communicative quality and its highly controlled, teacher-centered nature. However, there are advantages to it also, such as offering learners an opportunity to practice pronunciation in a non-threatening dynamic.

b. Picture Dictation

This is a low preparation fun activity that works well with large classes, especially with young learners and teens. All your students need is a blank piece of paper and all the teachers' needs is a little bit of imagination.

c. Chinese Whispers

Chinese whispers is a game played around the world, in which one person whispers a message to another, which is passed through a line of people until the last player announces the message to the entire group. Errors typically accumulate in the retellings, so the statement announced by the last player differs significantly, and often amusingly, from the one uttered by the first. Reasons for changes include anxiousness or impatience, erroneous corrections, and that some players

may deliberately alter what is being said to guarantee a changed message by the end of the line.

The game is often played by children as a party game or in the playground. It is often invoked as a metaphor for cumulative error, especially the inaccuracies as rumors or gossip spread, or, more generally, for the unreliability of human recollection or even oral traditions.

#### d. Story Telling

Storytelling is the conveying of events in words, sound or images, often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation, and instilling moral values. Crucial elements of stories and storytelling include plot, characters and narrative point of view. The term 'storytelling' is used in a narrow sense to refer specifically to oral storytelling and in a looser sense to refer to narrative technique in other media.

For choosing teaching methods teachers make sense the appropriate method for young learners. The methods will be effective and easy to apply when the methods are suitable to the characteristics of young learners. The methods can influence teaching process that can achieve the teaching aims or not.

## 5. Choice of Materials for Young Learners

For making teaching materials in this case young learners' teachers or elementary schools' teachers have to know about condition and needs of the students. As local content lesson English for elementary school do not has based legitimate orientation for teaching process from the Minister of Education and culture. Elementary teachers must have right skill and understanding about their students, so that they can choose appropriate materials which match with concepts of elementary students as young learners.

These considerations to make teaching materials are usually covered what is called needs analysis. One of the areas of the needs analysis is in general education which includes elementary school. In the teaching-learning process at elementary school, the needs analysis is useful for teachers as Burden and Byrd state that needs analysis will help teachers make a number of planning decisions, group students, decide strategies and activities, and capitalize on students' strength and motivations.<sup>44</sup>

It is important to know who the students are, and their characteristic backgrounds such as their age, sex, nationality, social background, economic background, and interest as Neil and Wiles (1990: 79) state; "A good beginning for teachers is to

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<sup>44</sup> Sukarno, "Teaching English To Young Learners And Factors To Consider In Designing The Materials", Faculty of Language and Arts Yogyakarta State University, (Volume 5 Nomor 1, April 2008), p. 67.



find out some general information about their students (e.g., ethnic and family background, family status, parents' level of schooling, religious orientations, and soon ...".<sup>45</sup>

In the first few days of school as Airisian proposes, the classroom teacher is responsible for:<sup>46</sup>

- a. Observing around range of information about individual pupils and the class as a group,
- b. Abstracting useful and relevant data from all the stimuli available,
- c. Combining these with his or her own expectations, beliefs, and attitudes, and
- d. Arriving at the judgment about individual pupils, the class, and approaches which will form the classroom society and allow instruction to begin.

Information of the students' background gained through the question using who enables course designers to determine materials appropriate for the students because they have known the students' capacity about the unit which will be given. The course designers, therefore, are able to choose the specific and appropriate materials according to the students' level by deciding the answer to the question using what.

To make teaching learning more successful, the material must be selected appropriately. Before selecting material, the

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<sup>45</sup> Sukarno, "*Teaching English To Young Learners...*", p. 68.

<sup>46</sup> Sukarno, "*Teaching English To Young Learners...*", p. 68.

teachers must decide the objectives of English teaching. The basic objective of teaching English for elementary school students is to prepare them to learn English at higher school.

Material is as anything which is used to help language learners to learn.<sup>47</sup> Teaching material is a key component in language teaching. It has important roles of teaching. It is a resource for what will be taught and learned, source of activities for learner practice and communication interaction, reference source for learners on grammar, vocabulary, pronunciation, etc., source of stimulation the ideas for classroom activities, syllabus, and also learning support.<sup>48</sup>

The form of material support for language teaching comes from textbook. According to Brewster, Ellis, and Girard, there are some reasons why the textbook is used in teaching learning; it is useful learning aid for the students, it can identify what should be taught or learned, it can indicate what methodology should be used, it can provide attractively and economically, all or most materials needed.<sup>49</sup> The teachers not only can use material from a book, but they also can use several books for supplementing original material.

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<sup>47</sup> Brian Tomlinson, etc., *Materials Development in Language Teaching*, (United Kingdom: Cambridge University Press, 2011), 2<sup>nd</sup> Ed., p. xiii.

<sup>48</sup> Jack C. Richard, *Curriculum Development in Language Teaching*, (USA: Cambridge University Press, 2001), p. 251.

<sup>49</sup> Jean Brewster, Gail Ellis, Dennis Girard, *The Primary English Teacher's Guide*. (China ; Penguin English, 2003), p. 151.

The good textbooks are the textbooks which are matching with the objectives of English teaching and can facilitate the students' to learn language.<sup>50</sup> The English textbook for kindergarten students must look interesting, colorful and the language is in clear context. It also must provide the materials which are relevant with the kindergarten students' level.

Although textbook provide the majority of materials, teacher can also use other materials in order to provide variety. The numbers of supplementary materials can be chosen are storybook, songs, rhyme, chants, game, posters, flashcards, worksheet, video, CDs, the internets, and other CALL program, etc.<sup>51</sup>

According to Peter Strevens in his book, *New Orientation in the Teaching of English*:

Teaching materials is a source for what will be taught and learned, source of activities for learner practice and communication, interaction, reference source, for learners on grammar, vocabulary, pronunciation etc., source of stimulation the ideas for classroom activities, syllabus, and also learning support.<sup>52</sup>

All teaching materials need the process certain characteristic, and these apply equally whether we are considering printed course books, ancillary readers, visuals of

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<sup>50</sup> Jack C. Richard, *Curriculum Development in Language Teaching*..., p. 258.

<sup>51</sup> Brian Tomlinson, etc., *Materials Development in Language Teaching*..., p.

<sup>52</sup> Jack C Richard, *Curriculum Development in Language teaching*..., p. 251.

many kinds, recording, film or any other kind of any instructional material. They need to be realistic, relevant, interesting, encouraging, and compatible.<sup>53</sup>

Relevant means that the teaching materials can be applied by the teachers and learners. They are capable of being learned from, cheap enough to get them, actually in hand, and not empty entries in an official list which never reach the learners. Relevant means that the teaching materials have a big deal to particular point in the learner's progress and to the aims and age-group. Interesting means varied the topics of the interest to learner, intellectually satisfying, so that they will not be boring for the learners. Encouraging means having the quality of making the learner feel they are getting progress, getting better, or at least enjoying his learning. Compatible means that they are with the approach being followed and with the teachers' attitudes.<sup>54</sup>

Teacher has to choose appropriate material if she or he wants their teaching becomes success. A good material is the one based on a valid curriculum and syllabus. "... Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social, and administrative factors which contribute to the planning of an educational program."<sup>55</sup>

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<sup>53</sup> Peter Strevens, *New Orientation in the Teaching of English*..., p.27.

<sup>54</sup> Peter Strevens, *New Orientation in the Teaching of English*..., p.27.

<sup>55</sup> David Nunan, *Syllabus Design*, (London: Oxford University Press, 1988),

Based on Marianne Celce-Murcia: “A curriculum is a document of an official nature, published by a leading of central educational authority I order to serve as a framework or a set of guides lines for the teaching of a subject area-in our case language-in a broad and varied context.”<sup>56</sup>

Since the curriculum had a big deal with a general rational for formulating policy decisions, it got in on educational-cultural goals and language goals. For instance, on overall educational approach could focus on one of the following big consideration: a behavioristic orientation considers the human species to be a passive organism, reacting to external, environmental mental; a rational-cognitive orientation considers the human species to be a source and initiator of all acts; and humanistic orientation is concerned with each individual’s growth and development, while emphasizing affective factors as well.<sup>57</sup>

However, since young learners (students of elementary school) do not yet know their needs, it is appropriate to adopt the needs from the competency standard and basic competence in the school-based curriculum. Curriculum is used to elementary teachers for teaching English usually is arranged by school

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<sup>56</sup> Marianne Celce-Murcia, *Discourse and Context in Language Teaching*, (New York: Cambride University Press, 2000), p.185.

<sup>57</sup> Fraida Dubin, *Course Design: Developing Programs and Materials for Language Learning*, (New York: Cambridge University Press, 1992), p.35.

because as we know if there are legitimate roles to teach English by government.

## **6. Assessing Young Learners Work**

Assessment is one of important part of teaching and learning process. Especially for assessing young learners the teachers have to choose appropriate assessment. Characteristics of young learners can be based orientation to make assessment.

Assessment is described as an attempt to analyze the learning which the students have achieved over a period of time as a result of teaching learning.<sup>58</sup> First, assessment is to increase in continuous learning process (formative). Second, it is to give feedback for the students on their progress or achievement (summative) and inform it to teacher and parents (informative). Third, it is to identify students' need to be supported (diagnostic). And forth, it is also to check the effectiveness of teaching method and learning material (evaluative).<sup>59</sup>

Douglas Brown said that assessment is a popular and sometimes misunderstood term in current educational practice. We might think if testing and assessment as synonymous terms, but they are not. Tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners

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<sup>58</sup> Jean Brewster, Gail Ellis, Dennis Girard, *The Primary English Teacher's Guide*..., p. 152.

<sup>59</sup> Jean Brewster, Gail Ellis, Dennis Girard, *The Primary English Teacher's Guide*..., p. 152.

muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated. On the other hand, assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teachers subconsciously makes an assessment of the student performance.<sup>60</sup>

According to Douglas Brown, at least there are three kind of assessment:<sup>61</sup>

First is informal and formal assessment. Informal assessment is assessment which is unplanned. The assessment is done along with coaching. Whereas formal assessment is exercises or procedures specially designed, they are systematic, planed sampling techniques constructed to give the teachers and students an appraisal of students' achievement.

Second is formative and summative assessment. Formative assessment is evaluating students in the process of performing their competencies and skills with the goal of helping them to continue that growth process. While summative assessment is aimed at measuring, or summarize, what a students have grasped, and typically occurs at the end of a course or unit

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<sup>60</sup> H. Douglas Brown, *Language Assessment; Principles and classroom practices*, (New York: Longman press, 2000), p.4.

<sup>61</sup> H. Douglas Brown, *Language Assessment; Principles and classroom practices...*, p.5-7.

of instruction. Final exam in a course and general proficiency exams are examples of summative assessment.

The last is Norm-Reference and Criterion-Reference Test. In norm-referenced test, each test-take's score is interpreted in relation to a mean (average score), median (Middle score), standard deviation (extent of variance in score), and/or percentile rank. Criterion-Reference tests, on the other hand, are designed to give test-takers feedback, usually in the form of grades, on specific course or lesson objectives. Classroom test involving the students in only one class, and conducted to a curriculum, are typical of criterion-referenced testing.

When the students are graded on their work, they always want to know what grade they have achieved. Awarding a mark of 9/10 for a piece of writing or giving B+ assessment for speaking activities are clear indicators that students have done well. When the student get good grade, their motivation is often positively affected provided that the level of challenge for the task was appropriate. Bad grades can be extremely disheartening.

At the end of the year, some teachers write reports on their students' performance. Such reports have to give a clear indication of how well the students have done in the recent past and a reasonable assessment of their future prospect. It is important when writing reports to achieve a judicious balance between positive and negative feedback, where it is possible.



Like all feedback, students have a right to know their weakness and strength they have been able to demonstrate.

Meanwhile the students can also be extremely affective at monitoring and judging their own language production. They frequently have a very clear idea of how well they are doing or have done, and if the teachers help them to develop this awareness, the teacher may greatly enhance learning. Here the students write their own assessment of their success and difficulties and say how they think they can proceed. The teachers then adds the students' assessment of their progress and replies to the points the students have made. Where the students are involved in their own assessment, there is a good chance that their understanding of the feedback with their teacher gives them will be greatly enhanced as their awareness of the learning process increase.

English generally has for skills; listening, speaking, reading, and writing. Each of them has different types of assessment. In this case the assessments are prepared for young learners. Surely assessing young and adult learners have difference ways. According to Penny McKay for assessing young learners will be divided as assessing oral language, assessing reading, and assessing writing.<sup>62</sup>

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<sup>62</sup> Penny McKay, *Assessing Young Language Learners...*, p. 176.

The assessment of oral language is challenging because of the combination of speaking and listening activities. The teacher need to be able to assess children's language use ability in speaking and listening in tasks such as interviews, pair work tasks and group interaction tasks that combine these activities. Teacher also need to able to assess speaking and listening separately, especially in extended speaking and extended listening tasks.<sup>63</sup>

Young language learners are learning a foreign or a second language and are doing so in a number of different kinds of language programmers around the world. A special approach to the assessment of young language learners is needed because of the special characteristics of growth, literacy and vulnerability that children bring to language learning and assessment. Children are growing cognitively, socially, emotionally and physically.

Children are vulnerable to criticism or failure, more than older leaners that in general are able to draw on a sense of worth that can withstand failure in an assessment task. Older learners are in a more stable state in this regard and therefore assessors do need to take into account the age-related and individual features of growth in the same way as assessors of you learners. Most adults have mature literacy knowledge and skills when they learn

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<sup>63</sup> Penny McKay, *Assessing Young Language Learners...*, p. 176.

their new language. Differences such as these warrant a special approach to the language assessment of young learners.<sup>64</sup>

The scope of oral language to be assessed may be determined by a curriculum but may also be determined through standards or test which may or may not be aligned with the curriculum. In some situations, where no curriculum exist, classroom teachers decide what should be assessed. Ultimately, the scope of oral language assessment depends on the purpose for the assessment, whether it is internal or external assessment, and whether it is for learning or accountability purposes. A curriculum will be influenced strongly by a number of factors, including the standards that may be expected to meet, the aims of the programme, whether programme is a foreign or second language programme, and the number of contact hours available. The curriculum may be written as goals and objectives or as outcomes, that is, statement of expected achievement. The curriculum may set out a list of genres.<sup>65</sup>

Various factors need to be taken into account in the selection of oral language assessment tasks for young learners. When assessing pronunciation, teachers need to be concern with the articulation of words and longer stretches of language in discourse rather isolation.<sup>66</sup>

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<sup>64</sup> Penny McKay, *Assessing Young Language Learners...*, p. 25.

<sup>65</sup> Penny McKay, *Assessing Young Language Learners...*, p. 181-182.

<sup>66</sup> Penny McKay, *Assessing Young Language Learners...*, p. 185-189.

Effective assessment provides valuable information to educators, parents, administrators and students themselves. Young learners are particularly vulnerable in their formative years to assessment that sends messages of worth and status and that thus perpetuates power relationship in society. Teachers and assessors are obliged to examine the impact of their assessment on young learners to work towards a positive impact for the present and the future.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Research is systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, and (3) analysis and interpretation of data. There are two kinds of research namely Qualitative and quantitative research. There are some differences between Qualitative and Quantitative research. One of the differences between both of them is in Qualitative research, the data is analyzed using sentences, and in Quantitative research, the data is analyzed using numbers. Richard and Cook (cited in Nunan's book: "*Research Method in Language Learning*") draw a distinction between quantitative and qualitative research as follows:<sup>1</sup>

*Quantitative research is obtrusive and controlled, objective, generalisable; outcome oriented, and assume the existence of facts which are somehow external to and independent of the observer or researcher. Qualitative research, on the other hand, assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable (an ungeneralisable study is one in which the insights and outcomes generated by the research cannot be applied to context or situations beyond those in which data were*

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<sup>1</sup> David Nunan, *Research Method in Language Learning*, (USA, Cambridge University Press, 1992), p. 23.

*collected). Research methodology is scientific way to get data with specific purpose and utility.*

There are four things which have to concern in researching; scientific way, data, purpose and utility. According to Creswell (2008), research is a process of steps used to collect and analyze information to increase our understanding of a topic or an issue which is consists of three steps: pose a question, collect data to answer the question and present an answer to the question.<sup>2</sup>

This research is qualitative research. Qualitative research is for comprehending; the meaning of comprehending is trying to conceive something which has many meanings based on point of view of someone or group in scientific setting. Denzin and Lincoln (1994:2) said that qualitative research is multimethod in focus, involving an interpretive naturalistic approach to its subject matter. This means that qualitative researcher study things in their natural settings, attempting to make sense of interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials—case study, personal experience introspective, life story, interview, observational, historical, interactional, and visual texts—that describe routine and

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<sup>2</sup> Haris Herdiansyah, *Metodologi Penelitian Kualitatif*, (Jakarta: Penerbit Salemba Humanika, 2012), p.2.

problematic moments and meaning in individual lives.<sup>3</sup> On the other hand, according to Banister et al (1994) qualitative research is a method to find and give imaging of a phenomenon, to explore phenomenon, to give explanation from the phenomenon which is observed.<sup>4</sup>

Qualitative research is concerned with the description and explanation of phenomenon as they occur in routine, ordinary, natural environment; the researcher can approach the data in different frame and mind; and it is emphasized in rich descriptive and subjective character of data which is produced by using data collective techniques.

## **B. Setting**

This research was conducted in SD Islam Al-Azhar 29 Semarang. It is located at Rm. Hadi Soebeno Sosrowardyo street Km. 6 Mijen Semarang. The researcher only focused on the fifth grade of SD Islam Al-Azhar 29 Semarang in the academic year of 2015/2016.

## **C. Data Sources**

This research was conducted in SD Islam Al-Azhar 29 Semarang, exactly at the fifth grade of SD Islam Al-Azhar 29 Semarang in the academic year of 2015/2016. The researcher exploited all of data sources that can be used, such as learning

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<sup>3</sup> Emzir, *Metodologi Penelitian Kualitatif Analisis Data*, (Jakarta: Rajawali Pers, 2012), p.1.

<sup>4</sup> Haris Herdiansyah, *Metodologi Penelitian Kualitatif...*, p.8.

materials, classroom process, students' achievement, teachers' perspectives, working sheets, paper based learning, lesson plan, textbook, etc. those data sources were analyzed to answer three research questions above dealing with teaching methods, teaching and learning materials, and learning assessment.

#### **D. Subject**

There are six grades in SD Islam Al-Azhar 29 Semarang; they are first grade, second grade, third grade, fourth grade, fifth grade, and sixth grade. The researcher observed the English teacher and the students of the fifth grade and focused on teaching methods, the teaching and learning materials, and the learning assessment.

#### **E. Techniques of Data Collection**

In collecting the data, the researcher needs some instrument to get information for this research. The researcher used three instruments for collecting the data. They are observation, interview and document.

##### **1. Observation**

Observation data is used the first instance in the qualitative research, consisting of recording, transcript, and notes relating to our subjects' behavior and language. Arikunto says that an observation is a way to get information by observing and taking notes systematically about observed phenomenon. When a researcher begins role as a participant



observer, he or she tries to observe everything that happens: notes and jots down thoughts narrow, specific regard for our research problem.<sup>5</sup> In using observation method the researcher arranges form consists of some items about the objects that will be observed.<sup>6</sup> In this occasion the researcher used controlled observation which was completed with list of observation form. The researcher observed the English language teaching and learning process. They were related to the teaching methods, teaching and learning materials, and learning assessments. The researcher filled the observation form and write down notes for additional information. This observation was addressed to the teachers and all students of the fifth grade of SD Islam Al-Azhar 29 Semarang.

First observation was conducted on Wednesday, March 30<sup>th</sup> 2016. Second observation was conducted on Tuesday, April 5<sup>th</sup> 2016. Here the researcher observed the teaching and learning process, what materials are taught, what the methods are used, and how assessments were used.

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<sup>5</sup> Corrine Glesne, *Becoming Qualitative Research: An Introduction*, (New York: Pearson Education, 2006), p. 53.

<sup>6</sup> Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2006), p. 229.

## 2. Interview

According to Sutrisno Hadi interview is data collection method by asking and answering systematically and with research purposes.<sup>7</sup> According to Gorden, interviewing is conversation between two people in which one person tries to direct the conversation to obtain information for some specific purpose.<sup>8</sup> Interview was used in getting data when the researcher got the problem which was observed and to know the things about the respondent deeper.

In qualitative research interview becomes main method to get the data. The most of data can be gotten by interviewing. The researcher has to be expert in interviewing so that can get valid information from respondent. In interviewing the researcher has to be flexible, it can make respondent feels enjoy and not pressure, in the nice situation respondent will feel comfortable to answer the questions.

There are two kinds of interview, structured and unstructured interview. The structured interview is manual interview which is arranged as detail as possible like check list while unstructured interview is manual interview which

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<sup>7</sup> Sutrisno Hadi, *metodologi Research*, (Yogyakarta: Andi, 2004), 2<sup>nd</sup> Ed, p.179.

<sup>8</sup> Haris Herdiansyah, *Metodologi Penelitian Kualitatif...*, p.118.

only contains main point that will be asked to the sources.<sup>9</sup> The researcher used structured interview in interviewing the teachers.

The researcher had done the interview with two English teachers at SD Islam Al-Azhar 29 Semarang. First interview with Mrs. Endah Wulandari, S.Pd. conducted on Tuesday, March 29<sup>th</sup> 2016. Second interview with Mr. Reesky Adi Nugroho, S.Pd. conducted on Wednesday, March 30<sup>th</sup> 2016. This was to obtain further explanation about the researcher's classroom observation or another question which related to teaching learning and assessment process which not be gathered from observation.

### **3. Documentation**

According to Arikunto documentation method is searching the data such as note, transcript, book, newspaper, magazine, agenda, etc.<sup>10</sup> The researcher used the method to collect documents which relating to the research. They were SD Islam Al-Azhar 29 Semarang files (lesson plan, syllabus), students' worksheet, textbooks and pictures. And the most important things were data showing treatment of young learners.

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<sup>9</sup> Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktik...*, p.227.

<sup>10</sup> Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktik...*, p.227.

## **F. Techniques of Data Analysis**

Prasetyo Irawan said that data analysis of qualitative research is analysis done toward non number data, such as interview result, notes or report from books, article, including photograph, pictures, or film.<sup>11</sup>

“Analysis involves discovering and deriving patterns in the data, looking for the general orientation on the data, in short, trying to sort out what the data are about, why and what kinds of things might be said about them.”<sup>12</sup>

The analysis of qualitative data can be done through some stages. The researcher can begin with collecting and compering the data, coding the then begins to organize ideas which emerge from the data. For the next stage the researcher moves from description of what is the case to an explanation of why is the case, is the case.<sup>13</sup> Marshall and Huberman suggests that the process of data analysis involve three activities; data reduction, data display, and conclusion drawing or verification.<sup>14</sup>

### **1. Data Reduction**

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<sup>11</sup> Irawan Prasetyo, *Logika dan Prosedur Penelitian*, (Jakarta: STIA-LAN Press, 1999), p.99.

<sup>12</sup> Graham Hitchcock and David Hughes, *Research and the teachers, a Qualitative Introduction to School-Based Research*, (New York: Routledge, 1995), p.296.

<sup>13</sup> Graham Hitchcock and David Hughes, *Research and the teachers, a Qualitative Introduction to School-Based Research...*, p.297.

<sup>14</sup> Sugiono, *Metode Penelitian Kuantitaif Kualitatif anf R&D*, (Bandung: Alfabeta, 2008), p.127.

Data reduction can make unmanageable data become more manageable and easy to comprehend. It is process to select, focus, simply, and change, the data from the field. Choosing the case, deciding research question and determining instrument of data collection are the earlier stages in data reduction. After the data collected, the researcher makes coding and categorizes the data. The use of codes and categorization can help to break the data down into manageable pieces, it allows for the identification of relationship between units of meaning.<sup>15</sup>

Data reduction used to select data that were gotten from observation, interview and documentation. The researcher selected the data to answer the research questions.

## **2. Data Display**

Data display is a process to present the data. After organizing and arranging the data into some classification, the researcher reports the data in words or narrative form. It is supported by Miles and Huberman who said that the most frequent from the display data for qualitative research data in the past has been narrative text.<sup>16</sup>

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<sup>15</sup> Graham Hitchcock and David Hughes, *Research and the teachers, a Qualitative Introduction to School-Based Research*, (New York: Routledge, 1995), p.299.

<sup>16</sup> Sugiono, *Metode Penelitian Kuantitatif Kualitatif and R&D...*, p.249.

Data displays were used to analyze the data which were taken from the data collection. The result of data display showed the real data. It was such as narrative text. By displaying data, it were making the result explained easier what happen in the place that was observed.

### **3. Conclusion Drawing**

Conclusion is verified during the process analysis by rechecking the data, discussing with the information and other informant. After data were analyzed, the data were written as a report of research.

After doing data reduce and display data the next step was conclusion drawing or verification. This step made sure the truth data. The data had to be valid and can be responsible.

In technique of data analysis, there were several steps. These were the following steps used to analyze the data:

First, all of the data that had been collected through observation, interview, and documentation will be categorized to be as follows: teaching material; teaching method; and teaching learning assessment.

Then the researcher did the triangulation process which the researcher selected the significant data. If the

interview did not match to the observation, the data were chosen from the observation, the stronger data.

Finally the research was concluded by rechecking the data. After data were analyzed, the result was written in narrative form as a report of the research.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter, the researcher would like to analyze the data gathered from the research. The data was obtained from teaching and learning process and evaluation. The researcher is going to describe the English teaching and learning process for young learners conducted at SD Islam Al-Azhar 29 Semarang in terms of teaching materials, teaching methods, and learning assessment. Then, the description is going to be analyzed by the principle of English language teaching and learning for young learners.

#### **A. Finding**

##### **1. English Language Materials Covered in English Lesson for Young Learners at the fifth grade of SD Islam Al-Azhar 29 Semarang in the Academic Year of 2015/2016.**

###### **a. The Teaching Materials**

The main purpose of English Foreign Language learning for young learners at the fifth grade of SD Islam Al-Azhar 29 Semarang is firstly, for introducing foreign language to young learners, it was expected that students could master English as foreign language. As we know English is international language. In this modern era many things use English such as computer, textbook-, etc. Nowadays English is taught earlier to young learners, in



formal study they are primary students.<sup>1</sup> Secondly, for teaching English for young learners was for preparing students to go in the Junior High School. When they were in Junior High School, they had mastered basic materials to face Junior High Schools' materials.<sup>2</sup> For achieving the goal of teaching and learning process, SD Islam Al-Azhar 29 Semarang used materials and textbook based on the foundation of Al-Azhar center. Teacher just developed the materials and chose appropriate methods to teach students. Certainly, every material had different way to teach.

Numbering time of English teaching at the fifth grade was three times every week. Each time was 35 minutes. At SD Islam Al-Azhar 29 Semarang English lesson has more time for teaching process. Back to the goal of English teaching and learning process at SD Islam Al-Azhar 29 Semarang is after graduating from there students are ready to get more various materials in Junior High School. SD Islam Al-Azhar 29 Semarang has high expectation to their students can master basics of English well.<sup>3</sup>

At SD Islam Al-Azhar 29 Semarang, English teacher used the textbook which was provided by the foundation of Al-Azhar center. The textbook was chosen

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<sup>1</sup> Interview with Mrs. Endah, the English teacher, on March 29<sup>th</sup> 2016.

<sup>2</sup> Interview with Mrs. Adi, the English teacher, on March 30<sup>th</sup> 2016.

<sup>3</sup> Interview with Mrs. Endah, the English teacher, on March 29<sup>th</sup> 2016.

because it was prepared specifically for teaching young learners. The textbook consist of colorful and interesting pictures. It makes students more interested to read the book. As we know if some young learners are not interesting to read the book<sup>4</sup>

The fifth grade students had three kinds of textbook; pupil's book, workbook, and vocabulary book. The textbooks were from Young Learners Go Fly with English A which were from Marshall Cavendish Education. The textbook had been made by considering the needs of young learners. So, the materials in textbook were accordance with what to be learned by young learners.<sup>5</sup>

Use of pupil's book and workbook are relevant. Firstly students have to master pupils' book and every materials in the pupil's book will be relevant with workbook. Pupils' book is contained the materials which have to be mastered by fifth grade students. After mastering the materials from pupils' book, students can move to workbook to increase comprehension about material of pupils' book or to do exercises to make sure their understanding. Workbook can be homework, assignment and exercise for students.<sup>6</sup>

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<sup>4</sup> Interview with Mrs. Adi, the English teacher, on March 30<sup>th</sup> 2016.

<sup>5</sup> Interview with Mrs. Endah, the English teacher, on March 29<sup>th</sup> 2016.

<sup>6</sup> Interview with Mrs. Endah, the English teacher, on March 29<sup>th</sup> 2016.

There is a book which is designed for teacher. Teacher's book consists of planning and steps for teaching and learning English. The book is completed with the points for making lesson plan and syllabus, so that the activities can be done well. The activities which had done are fit for young learners.<sup>7</sup>

Language materials covered in English lesson for young learners at the fifth grade of SD Islam Al-Azhar 29 Semarang in the academic year of 2015/2016 were arranged by the foundation of Al-Azhar center. A semester consists of twelve units. Every unit has different theme to be taught. In the textbook consist of four skills, which are listening, speaking, reading, and writing. At the fifth grade of SD Islam Al-Azhar 29 Semarang, student concern in all skills. Teacher taught listening, speaking, reading and writing, surely the materials are appropriate for young learners' needs.<sup>8</sup>

The themes were taught to the fifth grade students based on the textbook which were as follows:

1) Unit 1: Is it snowing where you live?<sup>9</sup>

Vocabulary is focused on the seasons, weather, months, and dates. The structures are superlative

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<sup>7</sup> Interview with Mr. Adi, the English teacher, on March 29<sup>th</sup> 2016.

<sup>8</sup> Interview with Mrs. Adi, the English teacher, on March 30<sup>th</sup> 2016.

<sup>9</sup> See the part of textbook in appendix

adjectives, present continuous tense, simple present tense, verb like to express likes, interrogative pronouns which and where, preposition in. for teaching structures at Elementary School teacher does not explain the formula, but he explains by giving sentences which consist of the structure. Unconsciously they learn about it.

#### 2) Fun times

In the second theme the vocabularies which are learned about digital time and numbers. Besides the vocabularies students learns about interrogative structures *What time is it?*, *What time do you...?*, and *What time is ... on?*. The functions are learned in this unit are using numbers up to 1000, asking and answering question about the time in the context daily activity.

#### 3) What are you doing?

The vocabularies of food, cooking, and household chares will be taught in the unit 3. The students learn the structures about interrogative and affirmative structures using *going to* to express future plans and intention.<sup>10</sup>

#### 4) Holiday plans

In the fourth unit the main vocabularies are holiday plans and everyday activities. For the structures

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<sup>10</sup> See the Lesson Plan in appendix

are repeated from unit 3. The structures need more time to understand by the students.

5) My brother, the badminton champion

In the unit 5 there are many vocabularies are taught, those are about sports, analog time, neighborhood places, and persons. Other structures are taught that are simple past tense, interrogative WH-question, analog time and digital time.<sup>11</sup>

6) Castles and caves

In the unit 6, the vocabularies focus storytelling.<sup>12</sup> Other materials are past tense and perfect tense, and possibility expression using *might*. Teacher teaches the structures by directly applying the sentence and explains the function of the structures. So that students will be easier to get it.<sup>13</sup>

7) Mary's accident

Unit 7 is taught in the second semester. The vocabularies are taught, those are accidents and hospital stays. The structures are past tense, perfect tense. Students learn the structures through applying in the

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<sup>11</sup> See the Lesson Plan in appendix

<sup>12</sup> See the Lesson Plan in appendix

<sup>13</sup> See the part of textbook in appendix

sentences directly. They also learn about possibility expression using might.<sup>14</sup>

8) Have you ever been to the moon?

The vocabulary in the previous unit is learned again in this unit. It makes sure the students' understanding. There are new structures in this unit; those are present perfect and adverbs of frequency *once* and *twice*.<sup>15</sup>

9) How do we get there?

The vocabularies are about directions, distances, and people who work at sea. The next structures in this unit are preposition of direction which related with the theme of vocabularies.

10) What shall we do today?

The next vocabularies are about places of interest and sport. The structures are making and responding to suggestions using *Let's... Shall...?*, *We could...*, and *How about...?* The other structure is modal verbs *would like* and *wouldn't like* to express preference.

11) What is your dinosaur made of?

The vocabularies about subjects at school and materials things are made of. The structures are interrogative pronouns and imperative.

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<sup>14</sup> See the Lesson Plan in appendix

<sup>15</sup> See the Lesson Plan in appendix

## 12) Knowing your neighbors

The vocabularies are about adjectives describing people. Students learn about vocabulary for describing people. The structures are simple opinion using *I look* and *I think* and verb prefer to express preference.

### b. Teaching aids

To create conducive English teaching and learning process, the teacher not only needs good methods but also an interesting teaching aids. For teaching, English teacher used some aids. He used slide to explain the materials. It could facilitate in teaching and learning process, so that teaching and learning process could be held well. LCD was available to show the slide. On the other side teacher also used whiteboard to support the teaching process. He used whiteboard to explain the activity which would be done and wrote the exercise.<sup>16</sup>

For doing listening section teacher used audio aids. The speaker was also available to be used at the classroom. English teaching and

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<sup>16</sup> Interview with Mrs. Adi, the English teacher, on March 30<sup>th</sup> 2016.

learning process at SD Islam Al-Azhar was facilitated well.<sup>17</sup>

For teaching vocabulary teacher used slide to show the pictures. Students were interested to learn the materials. Young learners enjoyed to learn by fun way. Showing pictures made students can comprehend the materials easily. Then in teaching analog and digital time teacher used the real clock for practicing. For practicing the material about the direction the teacher used map.<sup>18</sup>

## **2. Teaching and Learning Methods for Young Learners and How to Use the Methods at the fifth grade of SD Islam Al-Azhar 29 Semarang in the Academic Year of 2015/2016.**

Primary students as young learners have different characteristics with adult learners. Primary teachers' challenge is for choosing appropriate methods to teach his students. In the teaching and learning process, teacher implemented several methods. The method selection in teaching and learning process influenced the success of learning objective. Selecting a fault method would impede teaching and learning process. So, the teacher

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<sup>17</sup> Classroom observation, on March 30<sup>th</sup> 2016.

<sup>18</sup> Classroom observation, on April 5<sup>th</sup> 2016.



must choose appropriate methods for teaching young learners.<sup>19</sup> The methods which were used to teach fifth grade students were as follows:<sup>20</sup>

a. Cooperative Learning

Cooperative Learning was applied through the teacher made four groups and named them using the season. Teacher gave some directions for all groups that they would perform the songs related to the names of their groups. The song was prepared in the textbook. Teacher directed that more unique was better and more cheerful was better. Through the procedures, the students could make interaction with their friends. Group working influenced the way of thinking of students to do their job.<sup>21</sup>

b. Problem Solving

Besides using cooperative learning, teacher used Problem Solving. The students should solve the problems by getting interaction between students and teacher or student and student. Such as teacher gave them question “What is the difference season in Indonesian and in other

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<sup>19</sup> Classroom observation, on March 30<sup>th</sup> 2016.

<sup>20</sup> See the Lesson Plan in appendix

<sup>21</sup> See the Lesson Plan in appendix

country?" The students were given time to discuss with their friends. After discussing they could mention the differences.

c. Audio Lingual Method

Audio Lingual Method usually was used for listening section. Listening section for young learners at SD Islam Al-Azhar used the method to achieve the goal. Listening section for young learners was listening simple conversation, so it did not make students had feeling that English was too difficult. Firstly students listen to the audio and then they have to answer the questions. The questions were based on the pupil's book. After doing listening section, teacher and students discussed about the answer and the teacher made the correction and gave explanation for the fault.<sup>22</sup>

d. Grammar-Translation Method

English teacher at SD Islam Al-Azhar 29 Semarang also used Grammar Translation Method for teaching his students. In this method emphasized to teach grammar, structures, and vocabulary. For young learners learned vocabularies through this method was very well.

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<sup>22</sup> See the Lesson Plan in appendix

Teacher gave new vocabularies to students, and then students repeated after their teacher. After practicing, teacher explained the meaning of the vocabularies.

The next activity which used Grammar Translation Method was students read the story about Ivan Star and his experience in the space. The text was from pupils' book page 53. After reading the text, teacher and students discussed about the text. By translating the text students got the new vocabularies. It would be conducted very well because the teacher mastered the materials and the method. So the teaching and learning process had gone clearly.<sup>23</sup>

e. Total Physical Respond

Total Physical Respond was effective for giving the students enjoyed and relaxed in learning English. This method could reduce the students' stress and boredom. Several young learners sometimes were less concentration; teacher needs to make teaching and learning more relax but still serious. Besides reducing students' stress, Total

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<sup>23</sup> Classroom observation, on April 5<sup>th</sup> 2016.

Physical Respond allowed them to speak when they were ready.<sup>24</sup>

Total Physical Respond is the method of language teaching that is designed to make students get new expressions, specifically new vocabularies. Teacher said the word, such as “Jump!” or “Read!” and the students should do it. After doing the activity the students should said and did the word. The students would memorize the word easier after doing the activity. The point is that the students can practice speaking freely without any force. By enjoying teaching and learning process, the teacher expected the students get much progress.<sup>25</sup>

f. Direct Method

Direct Method gave good effect in English teaching and learning process for young learners. It included communicative activities such as games, role play and problem solving. The teacher and the students were more like partners in teaching and learning process, the teacher introduced a new target language word or phrase. He demonstrated the lesson through the use of pictures and slide.

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<sup>24</sup> Classroom observation, on April 5<sup>th</sup> 2016.

<sup>25</sup> Classroom observation, on March 30<sup>th</sup> 2016.

Teacher gave an advertisement for every group the students. Then they should make the picture of the product related on the advertisement. Next they should make paragraph to promote the products. The activity made student more creative. The instruction was from the teacher directly. After making the paragraph the students came forward to present it. They did not only practice writing but also speaking<sup>26</sup>

**3. Learning Assessment for Young Learners at the fifth grade of SD Islam Al-Azhar 29 Semarang in the Academic Year of 2015/2016.**

Assessment is a process of assessing the teaching and learning process which was arranged be an educator and for learners. Be assessment, the teacher and parents were going to know children's progress after learning process. According to English teacher of fifth grade of SD Islam Al-Azhar 29 Semarang, learning assessment of young learners were for achieving independence after teaching and learning process. The result of assessment

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<sup>26</sup> Classroom observation, on March 30<sup>th</sup> 2016.

would be used to arrange the next learning planning program.<sup>27</sup>

The English learning assessment of young learners of SD Islam Al-Azhar used test and non-test. Tests were true false question, matching question, multiple choice; non-tests were check list and rating scale.

1. Test

Test which was used to examine the students that was very simple. For assessing trough test teacher chose three types of test assessment. Those are true false question, matching question, and multiple choices. The assessment was suited to students' development, in this case was for young learners. Young learners needed simple English question.<sup>28</sup>

The assessment above was applied to assess cognitive domain. The teacher gave them quiz to make sure the students' comprehension. The teacher gave the questions in the form true false question, matching question, and multiple choices.

Other exercise is after explaining 1 unit and the students have understood the materials they would be given the quiz individually. Next, after

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<sup>27</sup> Interview with Mrs. Adi, the English teacher, on March 30<sup>th</sup> 2016.

<sup>28</sup> Interview with Mrs. Adi, the English teacher, on March 30<sup>th</sup> 2016.

teaching 3 units the teacher conducted the quiz again. The materials based on the 3 units which had taught, the exercise is for making sure students' comprehension.<sup>29</sup>

## 2. Non-Test

In this case teacher chose check list and rating scale as non-test. Affective domain could be assessed every meeting, such as students' attitude in the class when they interacted with their friends and teacher in the learning process. When there were problems in the class what they would do; it could be affective assessment for the students. Teacher should be more sensitive to assess affective domain.<sup>30</sup>

Check list was made by the teacher that consists of some aspects which were usually done by the students. The example of the check list of the activity of the students in group discussion:

No	Name	Very Good	Good	Good Enough	Not Good
1.	Sandra				
2.	Roma				
3.	Risa				

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<sup>29</sup> Interview with Mrs. Adi, the English teacher, on March 30<sup>th</sup> 2016.

<sup>30</sup> Interview with Mrs. Adi, the English teacher, on March 30<sup>th</sup> 2016.

Based on the check list the teacher gave mark for the students. The assessment was done objectively and the result was very clear.<sup>31</sup>

The implementation of rating scale was used to observe the behavior of the students.

The example of rating scale.

Name : Date :  
Class :

No	Aspects	Very Good	Good	Good Enough	Not Good
1.	Sopan Santun				
2.	Tolong Menolong				
3.	Bersikap Ramah				
4.	Pemberani				
5.	Pemarah				
6.	Egois				
7.	Pemberani				

IslAt SD Islam Al-Azhar 29 Semarang English teacher do not only teach English but also the English teacher taught about Islamic behavior. In the teaching and learning process the teacher indirectly taught Islamic aspects for the students. So non-test to evaluate the behavior of the students was one of important thing to be done by the teacher.<sup>32</sup>

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<sup>31</sup> Interview with Mrs. Adi, the English teacher, on April 5<sup>th</sup> 2016.

<sup>32</sup> Interview with Mrs. Adi, the English teacher, on March 30<sup>th</sup> 2016.



Project and portfolio are also used for assessing students in SD Islam AL-Azhar 29 Semarang. Those usually took for examining written skill. Students should write the text related the structures which have been taught by the teacher. Teacher gave correction, and then gave the score; the project and portfolio were saved for archives. The archives were evidence if the teacher did assessment fairly when the parents asked about the progress of their children.<sup>33</sup>

For mid test and final test did like other school. Mid test held in the middle of a semester and the final test held in the last period of a semester. Students came to school and did examination by themselves without any helping. When there were some scores which did not reach out the minimum score the students must keep up remedial test.<sup>34</sup>

The next is psychomotor assessment. Actually to assess this part the teacher did directly or indirectly. Oral test was one of the ways to assess psychomotor assessment, example after explaining the materials teacher examined the students' comprehension by asking themselves several questions. Then students answered them orally. It happened when teaching and learning

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<sup>33</sup> Interview with Mrs. Adi, the English teacher, on March 30<sup>th</sup> 2016.

<sup>34</sup> Interview with Mrs. Adi, the English teacher, on March 30<sup>th</sup> 2016.

process occurred, students did not know if they were assessed.<sup>35</sup>

Other oral test was when teacher gave students did group work, after doing it they should present the result of the discussion. Every group came forward and then present in front of class, by using English. Other way to assess speaking skill the students should speak one by one; such as storytelling. The students came forward for having storytelling then teacher gave score for them. The teacher assessed their speaking; about their pronunciation and their expression.<sup>36</sup>

For listening teacher played audio and then students should answer the question which was related on the audio. And the material was from workbook, because the workbook was available for listening section. Certainly the listening's material be adapted for young learners.

Teamwork was also assessed by the teacher. With the result that the students did not only have individual skill but also teamwork ability as well. Teamwork developed their social skill to interact in their environment. It made teamwork skill become important to asses.

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<sup>35</sup> Interview with Mrs. Adi, the English teacher, on March 30<sup>th</sup> 2016.

<sup>36</sup> Classroom observation, on April 5<sup>th</sup> 2016.

## **B. Discussion**

### **1. English Language Materials Covered in English Lesson for Young Learners at the fifth grade of SD Islam Al-Azhar 29 Semarang in the Academic Year of 2015/2016.**

Before discussing English language material at SD Islam Al-Azhar 29 Semarang, the researcher would like to discuss about what the material is. Material is as anything which is used to help language learners to learn.<sup>37</sup> Teaching material is a key component in language teaching. It has important roles of teaching. It is a resource for what will be taught and learned, source of activities for learner practice and communication interaction, reference source for learners on grammar, vocabulary, pronunciation, etc., source of stimulation the ideas for classroom activities, syllabus, and also learning support.<sup>38</sup>

These considerations to make teaching materials are usually covered what is called needs analysis. One of the areas of the needs analysis is in general education which includes elementary school. In the teaching-

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<sup>37</sup> Brian Tomlinson, etc., *Materials Development in Language Teaching*, (United Kingdom: Cambridge University Press, 2011), 2<sup>nd</sup> Ed., p. xiii.

<sup>38</sup> Jack C. Richard, *Curriculum Development in Language Teaching*, (USA: Cambridge University Press, 2001), p. 251.

learning process at elementary school, the needs analysis is useful for teachers as Burden and Byrd state that needs analysis will help teachers make a number of planning decisions, group students, decide strategies and activities, and capitalize on students' strength and motivations.<sup>39</sup>

At SD Islam Al-Azhar 29 Semarang in teaching young learners the teacher chose appropriate material. As previous explanation that Elementary School students as young learners have different characteristics from adult learners. The teacher of young learners arranged the materials which were appropriate with young learners' characteristics.

The purpose of teaching and learning English at SD Islam Al-Azhar 29 Semarang is to develop communication competence orally (language accompanying action) in school context, and to have awareness about the importance of English to enhance competing competence in the global society. Students are prepared to face the global world.<sup>40</sup> From those findings, the researcher concludes that English for young learners

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<sup>39</sup> Sukarno, "Teaching English To Young Learners And Factors To Consider In Designing The Materials", Faculty of Language and Arts Yogyakarta State University, (Volume 5 Nomor 1, April 2008), p. 67.

<sup>40</sup> Interview with Mrs. Endah, the English teacher, on March 29<sup>th</sup> 2016.

is a very important stage to prepare the children to get knowledge about English to face the higher level.

A textbook is supposed to stimulate the students for being active, with the clear instruction, meaningful, and clear objectives.<sup>41</sup> The textbook which is used by English teacher at SD Islam Al-Azhar 29 Semarang was *Young Learners Go Fly with English A* which from Marshall Cavendish Education. The book was focused on four skills; listening, speaking, reading and writing. The book contains several exercises which move students forward in learning English especially in terms of listening and speaking.<sup>42</sup>

These textbooks are three kinds; pupil's book, workbook, and vocabulary book. Pupil's book typically aims to cover all materials of the English lesson which must be learned by students. Workbook provides the exercise for students which related on the pupil's book. After understanding materials in the pupil's book students practice and make sure their understanding by using workbook. Vocabulary book serves many various vocabularies and certainly the vocabularies are related to

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<sup>41</sup> Kasihani K. E. Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2008), p. 21.

<sup>42</sup> Interview with Mrs. Endah, the English teacher, on March 29<sup>th</sup> 2016.

the themes which are taught by teacher. The textbook was very helpful for the teacher.

There is a textbook for teacher. It contains guidelines for teaching and learning process. There are also the activities which can be done during teaching and learning process, such as games which are used for supporting in teaching and learning process. Surely teacher is not only the activities in the textbook, but he also needs to evolve the ways of teaching in appropriate with the characteristics of the students that are taught.<sup>43</sup>

The textbook also consists of several steps from first grade until sixth grade. The materials in the each step have been linked to others. So students have no difficulty to understand the new materials in the next grade, because in the previous grade they have learned the materials which are related to the next grade.<sup>44</sup>

These textbooks were prepared specially for Elementary School students as young language learners. The textbooks were appropriate for teaching young learners. The textbook is colorful and has nice pictures. It made students feel interest to read and they did not feel bored. As we already know that the students are not easy to focus too much if the textbook and the material are not

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<sup>43</sup> Interview with Mrs. Adi, the English teacher, on March 30<sup>th</sup> 2016.

<sup>44</sup> Interview with Mrs. Adi, the English teacher, on March 30<sup>th</sup> 2016.

interesting for them. So the textbook is suitable for teaching young learners.

Textbook refers to terms; course books and supplementary textbooks. Course book typically aims to cover all aspects of the language while supplementary textbook devotes to particular topics or skill. There are two kinds of textbooks according to Neville grant; traditional textbook and communicative textbook. Traditional textbooks have these characteristics they tend to emphasize the pattern language, focus on reading and writing activities, emphasize the importance of accuracy, focus rather narrowly on a syllabus and examination. While the communication textbooks have these characteristics: they emphasize the communicative functions of language, try to reflect the students' needs and interests, emphasize skills in using the language, usually have a good balance in four skills of language.<sup>45</sup>

The textbook which are provided from SD Islam Al-Azhar 29 Semarang is appropriate for English teaching and learning process for young learners. At SD Islam Al-Azhar 29 Semarang English has more lesson time than other schools. The school concern to develop students' English skill. It makes SD Islam Al-Azhar 29

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<sup>45</sup> Neville Grant, *Making the Most of Your Textbook*, (Hongkong: Longman Group, 1989), p. 12-14.

Semarang have good English teaching and learning process. The teaching and learning process structured well and the learning tools were prepared well, such as syllabus, lesson plan and media very well. Some teachers underestimate the learning tools, there also not making the teaching tools. Whereas learning tools are one of components which give affect the success in the learning process.

**2. Teaching and Learning Methods for Young Learners and How to Use the Methods at the fifth grade of SD Islam Al-Azhar 29 Semarang in the Academic Year of 2015/2016.**

Teacher plays an important role in structuring the type of environment that will promote effective oral language development. They can establish a classroom atmosphere which promotes openness, respect, and motivation. Students should feel some ownership in the classroom voice. Most teachers of English face the problem of having passive students who show no willingness to speak in class, or students who seem interested enough to speak but find it difficult to express themselves. For this reason, teachers should introduce various activities that involve all students and give them something to speak about the topics are directly related to



their daily life. The class should offer speaking activities which require the students to share their personal experiences as they participate in like creating dialogues, telling stories, and having a debate.

English teaching and learning process at SD Islam Al-Azhar 29 Semarang used several methods. Those were Cooperative Learning, Problem Solving, Audio Lingual Method, Grammar Translation Method, Total Physical Respond, and Direct Method. It could be seen in teaching and learning process.

Cooperative Learning is appropriate method for teaching young learners. This method built students for having independence, good teamwork and braveness. This method was practiced through the activity which featured the teamwork. Teacher divided students in to some groups and they should discuss about the theme which was chosen by the teacher. Teacher should be creative and innovative to develop the activities using Cooperative Learning.

Problem Solving was used by the teacher to teach the students. This method developed the students became more critical. They were not only getting knowledge from the teacher but also they got from the teamwork.<sup>46</sup>

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<sup>46</sup> See the Lesson Plan in appendix

Audio Lingual Method usually used for listening section. Listening section for young learners at SD Islam Al-Azhar used the method to achieve the goal. Listening section for young learners was simple conversation, so it did not make students had feeling that English was too difficult.

Grammar Translation Method also used to teach young learners at SD Islam Al-Azhar 29 Semarang. In this method emphasizes grammar, structures, and vocabulary. For young learners learn vocabularies through this method is very well. Teacher gives vocabularies to students, and then students repeat after their teacher. After it teacher explains the meaning if the vocabularies.

Total Physical Respond can reduce the students' stress and boredom. Remembering that several young learners sometimes have less concentration, teacher needs to make teaching and learning more relax but serious. Besides reducing students' stress, Total Physical Respond allowed them to speak when they were ready. Total Physical Respond was very effective to overcome the students' boredom.

Direct method intents to enable students to communicate in the target language. Language is primarily spoken, not written. Therefore, students study

common, everyday speech in the target language. For young learners vocabulary is more preferred than grammar. At SD Islam Al-Azhar 29 Semarang teacher taught grammar to introduce basic grammar for young learners.

There are many methods in English Language learning. Based on Diane Larsen-Freeman at least there are eight methods; the Grammar-Translation Method, the Direct Method, The Audio-Lingual Method, the Silent Way, Desuggestopedia, Community Language Learning, Total Physical Response and Communicative Language Teaching.<sup>47</sup>

The methods used in teaching and learning process at SD Islam AL-Azhar 29 Semarang had many variations. Teacher combined several methods to make interesting activity for teaching young learners. As we know to teach young learner is not easier than adult. Teaching and learning process at Elementary Schools do not receive general guidelines from the government. So the school should have the ability to choose the appropriate materials and methods in English teaching. At SD Islam Al-Azhar teacher has been given the guidelines to teach

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<sup>47</sup> Dianne Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p 1-8.

the students. But, teacher still must develop to make sure the materials can be accepted by the students.

To support teaching method, the English teacher needs teaching media. Those were flash card, picture, mirror, rope, ball, and everything in environment or classroom.

The characteristic of teaching media is that the teaching media bring and contains of a message or information to the acceptor or the students. Based on Leshin taxonomy; the teaching media include human-based media (teacher, instructor, tutor, group activities, etc), visual-based media (charts, graphic, picture, photograph, map, etc), audio visual-based media (video, movie, slide, television, etc), and computer-based media (teaching with computer and interactive video as a tool).<sup>48</sup>

Moreover nowadays there is a term multimedia. According to Richard E. Mayer, Multimedia is the presentation which uses words and pictures. Words mean the material is covered by pictorial form. It can use

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<sup>48</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta; PT Raja Grafindo Persada, 2003), p. 79-80.

graphic, illustration, photograph, map, animation, or video.<sup>49</sup>

At SD Islam Al-Azhar 29 Semarang teacher used some aids for teaching; such as picture, o'clock, slide, audio for listening section, etc. Sometime teacher played video in the teaching and learning process. English teacher at SD Islam Al-Azhar 29 Semarang had high creativity and he also upheld the responsibility as an English teacher. English teacher chose appropriate method, and then developed in to a fun activity. All process of teaching and learning English made SD Islam Al-Azhar 29 Semarang became better and more successful than other schools.

### **3. Learning Assessment for Young Learners at the fifth grade of SD Islam Al-Azhar 29 Semarang in the Academic Year of 2015/2016.**

Two types of assessments which were used for assessing the students were test and non-test at the fifth grade of SD Islam Al-Azhar 29 Semarang; tests were false question, matching question, multiple choice; non tests were check list and rating scale.

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<sup>49</sup> Richard E.Mayer, *Multimedia Learning*, (Yogyakarta: Pustaka Pelajar, 2009), p. 3.

Test is a technique or method that are used to conduct the assessment, in which there are various question, statement or tasks that must be done or answered by the students to assess them.<sup>50</sup>

The implementation of test was very simple. Teacher chose true false question, matching question, and multiple choices. The test was already used to make sure students comprehension. As we know English for young learners is very basic lesson. So the assessment which was used was suited to young learners' development.

There are learning activities that cannot be assessed by test and there are some aspects that can be assessed using non-test.<sup>51</sup> English teacher At SD Islam Al-Azhar 29 Semarang used check list and rating scale as non-test. Non-test was used to assess students' behavior, their behavior to their friends, their behavior to their teacher, and what they do in the team work. Teacher assessed teamwork. So, students did not only have individual skill but also teamwork ability as well. Teamwork could develop their social skill to interact in their environment.

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<sup>50</sup> Zainali Arifin, M.Pd, *Evaluasi Pembelajaran*, (Jakarta: Direktorat Jendral Pendidikan Islam Kementerian Agama, 2012), p.g. 130.

<sup>51</sup> Zainali Arifin, M.Pd, *Evaluasi Pembelajaran*, (Jakarta: Direktorat Jendral Pendidikan Islam Kementerian Agama, 2012), p.g. 199.

The teacher also gave the students task, such as project and portfolio. Project and portfolio also used for assessing students in SD Islam AL-Azhar 29 Semarang. Those usually took for examining written skill. Students should write the text related the structures which have taught by the teacher. Teacher gave correction, and then gave the score; the project and portfolio were saved for archives. The archives were evidence if the teacher does assessment fairly when the parents ask about the progress of their children.

There was also individual examination such as daily examination, mid test, and final test. For speaking there was oral test, the students should speak one by one; such as storytelling. For listening teacher plays audio and then students had to answer the question which was related on the audio. And the material was from workbook, because the workbook was available for listening section. Certainly the listening's material be adapted for young learners.

For mid test and final test do like other school. Mid test held in the middle of a semester and the final test held in the last period of a semester. Students come to school and do examination by themselves without any helping. When there are some scores which don't reach

out the minimum score the students must keep up remedial test.

According to Cummins in *Authentic Assessment for English Language Learner*, English assessment should be accurate and effective. An accurate and effective assessment of language is essential to ensure that English language learning gain access to instructional programs that meet their need.<sup>52</sup>

Douglas Brown divided basic task based on each skill, listening, speaking, reading and writing. There are many basic tasks which can be used in English teaching and learning process in order to make it more interesting. Listening consists of four basic types; intensive, responsive, selective, and extensive. In addition speaking consists of five basic types; imitative, intensive, responsive, interactive, and extensive. Moreover reading also has four basic types of assessment; perspective, selective, interactive, and extensive. And assessing writing has four basic types of assessment; imitative, intensive, responsive and extensive.<sup>53</sup>

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<sup>52</sup> J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learner*, (United States of America: Longman, 1996), p. 3.

<sup>53</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco State University: Pearson Education, Inc. 2004), p. 24-25.



English teacher at SD Islam Al-Azhar 29 Semarang used various assessments to assess the students. Four skill of English; listening, speaking, reading and writing, have assessed. Certainly teacher has difficulty when assesses young learners, as we know young learners are dynamics. So teacher adjust the assessment with the development of Elementary Students as young learners, young learners' development are very fast and varied. Teacher has to choose appropriate assessment for the students.

## **CHAPTER V**

### **CONCLUSION, SUGGESTION, AND CLOSING**

The previous chapters have already introduced the general introduction, provided the theoretical background, justified the methods and analyzed the findings of the study. This chapter, serving the conclusion of the whole research, will cover summaries of the major findings, pedagogical suggestion for better English language teaching and learning process, limitations of the study and recommendations for further studies.

#### **A. Conclusion**

With aims to find the answers to the four research questions in English language teaching and learning for young learners at the fifth grade of SD Islam Al-Azhar 29 Semarang in the Academic Year of 2015/2016, the findings are summarized as follow:

1. Language materials covered in English lesson for young learners at the fifth grade of SD Islam Al-Azhar 29 Semarang in the Academic year of 2015/2016 are prepared by the foundation of Al-Azhar center. The materials are based on the textbook from Marshall Canvish Education. A semester consists of six themes. The textbook which are used are three kinds. Those are pupil's book, workbook, and vocabulary book. Vocabulary book consists of the vocabularies which have

to be mastered by the students. For teacher there is teacher's book. Teacher has been greatly helped with the book. But the teacher still develops the activity in the book.

2. Several teaching and learning methods for young learners at the fifth grade of SD Islam AL-Azhar 29 Semarang in the Academic Year of 2015/2016 are Cooperative Learning, Problem Solving, Audio Lingual Method, Grammar Translation Method, Total Physical Response, and Direct Method. Then those methods are supported by several teaching aids: picture, slide, realia, video, and audio, and everything in environment or classroom.
3. The English learning assessments of young learners at the fifth grade of SD Islam Al-Azhar 29 Semarang are test and non-test. test are true false question, matching question, multiple choice and Non-test are check list and rating scale. The teacher also gave task, such as project and oral test to assess speaking skill.

## **B. Suggestion**

1. The implementation of the teaching and learning process has to be appropriate with the lesson plan. For making the lesson plan should be adapted to the condition of classroom and students. So that, lesson plan can realize fully and clearly.

2. The materials which comes from the textbook should be reviewed whether it is fit to be taught at the fifth grade of SD Islam AL-Azhar or not. Although the textbook is designed specifically for young learners, but the textbook is from Singapura. It means if the ability of the students here have differences there. So the challenge of the teacher is becoming more critical.
3. Teacher must increase the attention for controlling students in the teaching and learning process. One of the characteristics of young learners is loving play, so they need more attention from the teacher to organize them in the class. Teacher must give more attention to the students that are not focus on the learning activity. So that teaching and learning process can be done clearly and the learning purpose can be achieved.

### **C. Closing**

This is the last part of final project. The researcher admits that there are still many mistakes. Therefore, she does wait for constructive suggestions for better creation to accomplish the next project. May this final project be useful for us.

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## **CURRICULUM VITAE**

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Semarang,  
The reasearcher,

**Devita Ratna Sari**

## Appendix 1

### **Interview Guidelines for Teacher**

1. What is the purpose of teaching and learning process for young learning at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
2. How many times does the teacher teach English in a week at fifth grade pf SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
3. English is not main lesson at Elementary school. There is no rule to teach English from government. What is the teacher's orientation to teach English at SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
4. What point are used to make syllabus or lesson plan in teaching and learning English for young learners at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016? Are there prota and promes?
5. What language materials and topics are covered in English course for young learners at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
6. What textbook do the teachers use in teaching English for young learners at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
7. Why does the teacher choose the textbook for teaching?



8. What methods are used the teacher in teaching and learning for young learners at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016? What is the reason choose the methods?
9. What teaching aid is used in teaching and learning English for young learners at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
10. How does the teacher assess the students at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
11. How is the result of assessment?
12. Are there any difficulties or obstacles in teaching and learning process? What are they?
13. How to solve those problems?

## Appendix 2

### **INTERVIEW RESULT**

**Date: March 29<sup>th</sup>, 2016**

#### **Transcript of Interview Guidelines for the Techer**

Participants : Endah Wulandari, S.Pd.

Date and Time : Tuesday, March 29<sup>th</sup> 2016

Topic : English Teaching and Learning for Young Learners

Position : English Teacher and the Vice Principle of the Curriculum

Turn	Speaker	Text
1.	Researcher	What is the purpose of teaching and learning process for young learning at SD Islam Al-Azhar 29 Semarang?
2.	Teacher	The purpose of the teaching and learning process at SD Islam Al-Azhar 29 Semarang is to teach foreign language to young learners or children, may they will master the foreign language. In modern era anything uses English; such as textbook, computer, etc. and English is international language. At least the students can master basic material of English. Then students will be ready to face for the next step in their education, in Junior High School.

3.	Researcher	How many times does the teacher teach English in a week at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
4.	Teacher	There are three times every week. Each times are 35 minutes.
5.	Researcher	English is not main lesson at Elementary school. There is no rule to teach English from government. What is the teacher's orientation to teach English at SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
6.	Teacher	Teacher's orientation for teaching is prepared by foundation of Al-Azhar center.
7.	Researcher	What point are used to make syllabus or lesson plan in teaching and learning English for young learners at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016? Are there annual program and semester program?
8.	Teacher	So, for teaching we use the textbook from Al-Azhar. There are basic points to make lesson plan, then for syllabus, annual

		program, and semester program teacher develops from the lesson plan. And in the textbook there are activities which can be used in the teaching and learning process.
9.	Researcher	What language materials are covered in English course for young learners at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
10.	Teacher	Teaching and learning materials are from the textbook which have given by foundation of Al-Azhar center. But teacher develops the materials.
11.	Researcher	What textbook do the teachers use in teaching English for young learners at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
12.	Teacher	The textbook which is used by the teacher is Young Learners Go Fly with English from Marshall Cavendish. The textbook is designed especially for young learners. It means materials and activities there is that is appropriate for young learners.
13.	Researcher	Why does the teacher choose the textbook for teaching?

14.	Teacher	Firstly the textbook is from foundation of Al-Azhar center. In addition the textbook is full color and full pictures, so the textbook is appropriate for young learners. The textbook consist of steps, from first grade to sixth grade. Every step is related to other step. So that students can master the materials well.
15.	Researcher	What methods are used the teacher in teaching and learning for young learners at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016? What is the reason choose the methods?
16.	Teacher	Usually I use direct method. But I choose the methods which are appropriate for the materials.
17.	Researcher	What teaching aid is used in teaching and learning English for young learners at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
18.	Teacher	The teaching aids which usually are used are pictures from the textbook, slide, then many others.

19.	Researcher	How does the teacher assess the students at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
20.	Teacher	I use project, individual work, team work, daily test, mid test, and final test. Daily test is done when a unit has taught. Also after finishing 3 unit we combined the material then we prepare the test from unit 1 to 3.
23.	Researcher	Are there any difficulties or obstacles in teaching and learning process? What are they?
24.	Teacher	Actually there are some problems. First, there are some students whom do not like English. Sometimes we need more time, because the materials are too much. While we have to finish the material on time.
25.	Researcher	How to solve those problems?
26.	Teacher	For the students we have to approach them, and give any suggestion. We should care more about them. If we need more time we can discuss to classroom teacher, so we can arrange the time.

## Appendix 3

### **Transcript of Interview Guidelines for the Techer 2**

**Date: March 30<sup>th</sup>, 2016**

Participants : Reesky Adi Nugroho, S.Pd.

Date and Time : Wednesday, March 30<sup>th</sup> 2016

Topic : English Teaching and Learning for Young Learners

Position : English Teacher

Turn	Speaker	Text
1.	Researcher	What is the purpose of teaching and learning process for young learning at SD Islam Al-Azhar 29 Semarang?
2.	Teacher	The purpose of teaching English at Elementary school is for introducing foreign language to young learners. In this modern era English is so important to be taught to young learners. So, teaching English at Elementary school becomes one of the important lessons.
3.	Researcher	How many times does the teacher teach English in a week at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?

4.	Teacher	There are three times every week. Each times are 35 minutes.
5.	Researcher	English is not main lesson at Elementary school. There is no rule to teach English from government. What is the teacher's orientation to teach English at SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
6.	Teacher	Teacher's orientation for teaching is prepared by foundation of Al-Azhar center.
7.	Researcher	What point are used to make syllabus or lesson plan in teaching and learning English for young learners at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016? Are there annual program and semester program?
8.	Teacher	For making lesson plan, annual program and semester program we use the textbook from the foundation of Al-Azhar center. In the textbook there are basic points to make the lesson plan, annual program, and semester program.
9.	Researcher	What language materials are covered in



		English course for young learners at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
10.	Teacher	The materials which are taught based on the textbook. The textbook is from the foundation of Al-Azhar center. But we also get from the other sources, such as internet.
11.	Researcher	What textbook do the teachers use in teaching English for young learners at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
12.	Teacher	The textbook which is used by the teacher is Young Learners Go Fly with English from Marshall Cavendish. The textbook is designed especially for young learners. It means materials and activities there is that is appropriate for young learners.
13.	Researcher	Why does the teacher choose the textbook for teaching?
14.	Teacher	The textbook is suitable for teaching young learners. The textbook is full color.
15.	Researcher	What methods are used the teacher in

		teaching and learning for young learners at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016? What is the reason choose the methods?
16.	Teacher	I use cooperative learning method and direct method. The students get the information from their friend and they learn together.
17.	Researcher	What teaching aid is used in teaching and learning English for young learners at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
18.	Teacher	I use power point to explain the materials. For explaining about time I use the real clock and use map for explaining the direction.
19.	Researcher	How does the teacher assess the students at fifth grade of SD Islam Al-Azhar 29 Semarang in The Academic Year 2015/2016?
20.	Teacher	There are three kinds, affective, psychomotor, and cognitive. For assessing cognitive I give test and the exercise. For

		assessing affective I observe the students' behavior in the class. For assessing psychomotor sometime I assess directly and sometimes indirectly.
23.	Researcher	Are there any difficulties or obstacles in teaching and learning process? What are they?
24.	Teacher	Sometime they are just playing with their friends.
25.	Researcher	How to solve those problems?
26.	Teacher	I remember them and give attention to them.

Appendix 4

**The Observation Check List 1**

**Date: Wednesday, March 30<sup>th</sup> 2016**

No	Condition in the class	Fact	
		Yes	No
<b>Learning Process</b>			
1.	Teacher opens a lesson by reciting a pray.	V	
2.	Teacher asks stimulating questions.	V	
3.	Teacher explains a lesson by using understood language.	V	
4	Teacher uses an appropriate teaching and learning method.	V	
5.	Teacher masters materials.	V	
6.	Teacher organizes appropriate teaching media.		V
7.	Teacher uses whiteboard.	V	
8.	Teacher employs appropriate game properly.	V	
9.	Students pay attention to teacher's explanation.	V	
10.	Students participate in the teaching and learning process.	V	
<b>Classroom Management</b>			
11.	Teacher control students well.		V

12.	Teacher builds interaction with the students.	V	
14.	Teacher finds difficulties or obstacles when teaching and learning process are done.	V	
15.	Teacher can solve the problems which are found in the teaching and learning process.	V	
<b>Assessment</b>			
18.	Teacher assesses students' using appropriate assessment.	V	
20.	Students do exercise seriously.		V
21.	Teacher corrects students' work.	V	
22.	Teacher gives homework to students.	V	

Appendix 5

**The Observation Check List 2**

**Date: Tuesday, April 5<sup>th</sup> 2016**

No	Condition in the class	Fact	
		Yes	No
<b>Learning Process</b>			
1.	Teacher opens a lesson by reciting a pray.	V	
2.	Teacher asks stimulating questions.		V
3.	Teacher explains a lesson by using understood language.	V	
4	Teacher uses an appropriate teaching and learning method.	V	
5.	Teacher masters materials.	V	
6.	Teacher organizes appropriate teaching media.	V	
7.	Teacher uses whiteboard.	V	
8.	Teacher employs appropriate game properly.		V
9.	Students pay attention to teacher's explanation.	V	
10.	Students participate in the teaching and learning process.	V	
<b>Classroom Management</b>			
11.	Teacher control students well.	V	
12.	Teacher builds interaction with the students.	V	
14.	Teacher finds difficulties or obstacles when	V	

	teaching and learning process are done.		
15.	Teacher can solve the problems which are found in the teaching and learning process.	V	
<b>Assessment</b>			
18.	Teacher assesses students' using appropriate assessment.	V	
20.	Students do exercise seriously.	V	
21.	Teacher corrects students' work.	V	
22.	Teacher gives homework to students.		V

## APPENDIX 6

### A LESSON PLAN

\*\*\*

School : SD ISLAM AL AZHAR 29

Subject : ENGLISH

Class/Semester : V/2

Academic Year : 2015/2016

Time Allotment : 2 x 35 minutes

**A. MAIN COMPETENCE** : 1. Listening, 2. Speaking, 3. Reading

**B. INDICATORS** :

- a) Students are able to recognize and use the target vocabulary.
- b) Students are able to recognize and use simple past tense and present perfect tense to talk about accidents.
- c) Students are able to recognize and using *might* to express future possibility.

**C. LEARNING OUTCOMES**

- a) By students are able to recognize and use the target vocabulary correctly.
- b) By students are able to recognize and use simple past tense and present perfect tense to talk about accidents correctly.
- c) By students are able to recognize and using *might* to express future possibility correctly.

**D. TOPICS** : "UNIT 7 : MARY'S ACCIDENT"

**E. VIRTUE** :

*Doa Terkena Musibah:*

*"Sesungguhnya kita milik Allah, dan kita akan kembali kepadanya. Ya Allah, berilah aku pahala atas musibah yang menimpaku dan gantilah untukku dengan yang lebih baik darinya." (HR. Muslim)*



“Apabila Allah menghendaki kebaikan pada diri seorang hamba maka Allah akan menyetujui hukuman baginya di dunia. Dan apabila Allah menghendaki keburukan bagi hamba-Nya maka Allah akan menunda hukuman atas dosanya itu sampai pada hari kiamat nanti hukuman itu baru akan ditunaikan.” (HR. Tirmidzi, disahihkan al-Albani dalam Shahih al-Jami’ [308]).

**F. MATERIALS :**

1. Target vocabulary about accident.
2. Past tense and perfect tense.
3. Possibility expression using *might*.

**G. APPLIED METHODS :**

1. Audio Lingual Method
2. Grammar Translation Method
3. Total Physical Response

**H. LEARNING EXPERIENCES:**

No	Activities	Time allocation
1	OPENING	
	<ul style="list-style-type: none"> <li>- Teacher asks the students to sit down on his/her own chair.</li> <li>- Teacher lead the class to pray or say “basmalah” together.</li> <li>- Teacher explains the importance of reading a pray to begin and end any activity.</li> <li>- Teacher asks “Who’s absent today?”</li> <li>- Teacher play hands clap to motivate the students.</li> <li>- Teacher explains the virtue of the lesson today.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Teacher plays a “Board Race Game” about past tense (verb 1 and Verb 2) this game to remember the previous material about past tense and past form of verb.</li> </ul>	
2	EXPLORATION	
	<ul style="list-style-type: none"> <li>- Teacher explains the vocabulary target by repeating and the student add their own vocabulary related to the accident. Pupil’s Book page 46.</li> <li>- Students practice dialog together in a group: and then teacher asks the students to be Sue who call her mother about what happen to Mary. Pupil’s book page 47.</li> <li>- Teacher explains perfect tense and gives the summary of perfect tense.</li> <li>- Teacher asks to the students, and the students have to answer by make a sentence in perfect tense based on the picture. Pupil’s book page 47.</li> <li>- Students listen to the audio and then give the tick what have the doctor said? Pupil’s book page 48 – 49.</li> </ul>	
3	ELABORATION	
	<ul style="list-style-type: none"> <li>- Student practice dialog to their friend about what happen to the people in the picture work book page 46 orally. They practice partner like the example.</li> <li>- Students do the task write the sentence about what is going to say to their Mom</li> </ul>	

	or parents. Work book page 47.	
4	<b>CONFIRMATION</b>	
	<ul style="list-style-type: none"> <li>- The assignment is checked as a class, and teacher gives the correction. Work book page 47.</li> <li>- Teacher asks to the students what they learn today. .</li> <li>- Students conclude the materials.</li> </ul>	
5	<b>CLOSING</b>	
	<ul style="list-style-type: none"> <li>- Teacher gives motivation to the students about learning English.</li> <li>- Teacher and students close the meeting by say “Hamdallah” together.</li> <li>- Teacher gives salam.</li> </ul>	

### **I. SOURCE OF MATERIALS: (1)**

- (1) YLG Move With English B All variants,
- (2) LCD Projector
- (3) Internet,
- (4) Class Discussion,
- (5) Role Play

### **J. SCORING**

1. Techniques :  
Tes dan Non tes
2. Instruments :
  - 1) Tes
    - b. Listening
    - c. Performance
    - d. Draw lines

- 1) Non tes
  - a. Check List
  - b. Rating scale

Approved by

Semarang, 9 January 2016

The Principal

The English Teacher

**Ariful Ulum, S.Pd.**

**Reesky Adi Nugroho, S.Pd.**

## Appendix 7

### A LESSON PLAN

\*\*\*

School : SD ISLAM AL AZHAR 29

Subject : ENGLISH

Class/Semester : V/2

Academic Year : 2015/2016

Time Allotment : 2 x 35 minutes

**K. MAIN COMPETENCE** : 2. Speaking, 3. Reading

**L. INDICATORS** :

- d) Students are able to recognize and use the target vocabulary.
- e) Students are able to recognize and use simple past tense and present perfect tense to talk about accidents.
- f) Students are able to recognize and using *might* to express future possibility.

**M. LEARNING OUTCOMES**

- d) By students are able to recognize and use the target vocabulary correctly.
- e) By students are able to recognize and use simple past tense and present perfect tense to talk about accidents correctly.
- f) By students are able to recognize and using *might* to express future possibility correctly.

**N. TOPICS** : “UNIT 7 : MARY’S ACCIDENT”

**O. VIRTUE** :

*Doa Terkena Musibah:*

*“Sesungguhnya kita milik Allah, dan kita akan kembali kepada-Nya. Ya Allah, berilah aku pahala atas musibah yang menimpaku dan gantilah untukku dengan yang lebih baik darinya.” (HR. Muslim)*

“Apabila Allah menghendaki kebaikan pada diri seorang hamba maka Allah akan menyegerakan hukuman baginya di dunia. Dan apabila Allah menghendaki keburukan bagi hamba-Nya maka Allah akan menunda hukuman atas dosanya itu sampai pada hari kiamat nanti hukuman itu baru akan ditunaikan.” (HR. Tirmidzi, disahihkan al-Albani dalam Shahih al-Jami’ [308]).

**P. MATERIALS :**

4. Target vocabulary about accident.
5. Past tense and perfect tense.
6. Possibility expression using *might*.

**Q. APPLIED METHODS :**

4. Audio Lingual Method
5. Grammar Translation Method
6. Total Physical Response

**R. LEARNING EXPERIENCES:**

No	Activities	Time allocation
1	OPENING	
	<ul style="list-style-type: none"> <li>- Teacher asks the students to sit down on his/her own chair.</li> <li>- Teacher lead the class to pray or say “basmalah” together.</li> <li>- Teacher explains the importance of reading a pray to begin and end any activity.</li> <li>- Teacher asks “Who’s absent today?”</li> <li>- Teacher play hands clap to motivate the students.</li> <li>- Teacher explains the virtue of the lesson</li> </ul>	

	<p>today.</p> <ul style="list-style-type: none"> <li>- Teacher plays a videos about a simple accident that can be happen in a home.</li> </ul>	
2	<b>EXPLORATION</b>	
	<ul style="list-style-type: none"> <li>- Teacher explains the vocabulary target by repeating and the student add their own vocabulary related to the accident. Pupil's Book page 50.</li> <li>- Students and teacher read the text together about "You can help to make your home safe" and then answer the question. Pupil's book page 50.</li> <li>- Students answer the question what's wrong? What accident might happen in the picture?</li> <li>- Students read the identification on page 51 and write the number based on the picture on the page 50. Pupil's book.</li> </ul>	
3	<b>ELABORATION</b>	
	<ul style="list-style-type: none"> <li>- Students make a dialog based on the topic provided by the teacher a group consist of 4-5 students.</li> <li>- Students practice the dialog in front of the class.</li> <li>- Students read and then write ticks or cross work book page 48.</li> <li>- Students listen to the audio and then give the number work book page 49.</li> <li>- Students write about dangerous home "What's might happen?"</li> </ul>	

4	<b>CONFIRMATION</b>	
	<ul style="list-style-type: none"> <li>- Students make a posters about safe home for our children.</li> <li>- Teacher asks to the students what they learn today. .</li> <li>- Students conclude the materials.</li> </ul>	
5	<b>CLOSING</b>	
	<ul style="list-style-type: none"> <li>- Teacher gives motivation to the students about learning English.</li> <li>- Teacher and students close the meeting by say “Hamdallah” together.</li> <li>- Teacher gives salam.</li> </ul>	

#### **S. SOURCE OF MATERIALS: (1)**

- (6) YLG Move With English B All variants,
- (7) LCD Projector
- (8) Internet,
- (9) Class Discussion,
- (10) Role Play

#### **T. SCORING**

- 3. Techniques :  
Tes dan Non tes
- 4. Instruments :
  - 2) Tes
    - e. Listening
    - f. Performance
    - g. Draw lines
  - 1) Non tes
    - c. Check List



d. Rating scale

Approved by

Semarang, 9 January 2016

The Principal

The English Teacher

**Ariful Ulum, S.Pd.**

**Reesky Adi Nugroho, S.Pd.**

## Appendix 8

### A LESSON PLAN

\*\*\*

School : SD ISLAM AL AZHAR 29

Subject : ENGLISH

Class/Semester : V/2

Academic Year : 2015/2016

Time Allotment : 3 x 35 minutes

**U. MAIN COMPETENCE** : 2. Speaking, 3. Reading

#### **V. INDICATORS** :

- g) Students are able to recognize and use the target vocabulary.
- h) Students are able to recognize and use present perfect tense with *ever* to express experience.
- i) Students are able to recognize and use adverbs of frequency *once* and *twice*.
- j) Students are able to recognize and use present perfect tense with *ever*, *yet*, and *already* to express experience.

#### **W. LEARNING OUTCOMES**

- g) By watching the video, students are able to recognize and use the target vocabulary correctly.
- h) By watching the video, students are able to recognize where is our position in the universe? And It makes our believes increasing to Allah SWT.
- i) By Listening the Teacher students are able to recognize and use simple past tense and present perfect tense to talk about accidents correctly.

- j) By practice writing the video, students are able to recognize and use present perfect tense to tell about experience.
- k) By playing game snow ball throwing students are able to practice speaking using present perfect tense.

**X. TOPICS : “UNIT 8 : HAVE YOU EVER BEEN TO THE MOON?”**

**Y. VIRTUE :**

إِنَّ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ  
 وَالنَّهَارِ وَالْفُلْكِ الَّتِي تَجْرِي فِي الْبَحْرِ بِمَا يَنْفَعُ  
 النَّاسَ وَمَا أَنْزَلَ اللَّهُ مِنَ السَّمَاءِ مِنْ مَّاءٍ فَأَحْيَا بِهِ  
 الْأَرْضَ بَعْدَ مَوْتِهَا وَبَثَّ فِيهَا مِنْ كُلِّ دَابَّةٍ  
 وَتَصْرِيفِ الرِّيْحِ وَالسَّحَابِ الْمُسَخَّرِ بَيْنَ  
 السَّمَاءِ وَالْأَرْضِ لَآيَاتٍ لِقَوْمٍ يَعْقِلُونَ ﴿١٦٤﴾

"Sesungguhnya dalam penciptaan langit dan bumi, silih bergantinya siang dan malam, bahtera yang berlayar di laut membawa apa yang berguna bagi manusia, dan apa yang Allah turunkan dari langit berupa air, lalu dengan air itu Dia hidupkan bumi sesudah mati (kering)-nya dan Dia sebarkan di bumi segala jenis hewan dan pengisaran angin dan awan yang dikendalikan antara langit dan bumi; sungguh (terdapat) tanda-tanda (keesaan dan kebesaran Allah) bagi kaum yang memikirkan." (QS. Al Baqarah, 2:164)

**Z. MATERIALS :**

7. Target vocabulary about accident.
8. Present perfect tense with *ever* to express experience.
9. Adverbs of frequency *once* and *twice*.

**AA. APPLIED METHODS:**

7. Audio Lingual Method
8. Grammar Translation Method
9. Total Physical Response

**BB. LEARNING EXPERIENCES:**

No	Activities	Time allocation
1	OPENING	
	<ul style="list-style-type: none"><li>- Teacher asks the students to sit down on his/her own chair.</li><li>- Teacher lead the class to pray or say “basmalah” together.</li><li>- Teacher explains the importance of reading a pray to begin and end any activity.</li><li>- Teacher asks “Who’s absent today?”</li><li>- Teacher play hands clap to motivate the students.</li><li>- Teacher explains the virtue of the lesson today.</li><li>- Teacher plays a video about the position of our planet in the universe.</li></ul>	
2	EXPLORATION	

	<ul style="list-style-type: none"> <li>- Teacher explains the vocabulary target by repeating and the student add their own vocabulary related to the accident. Pupil's Book page 52.</li> <li>- Students practice vocabulary by saying/ repeating after the teacher.</li> <li>- Students listen to the teacher and then number the picture provided in the Pupil's Book page 52.</li> <li>- Students read the story about Ivan Star and his experience in the space. Pupil's book page 53.</li> <li>- Teacher explains present perfect tense tell about experience.</li> </ul>	
<b>3</b>	<b>ELABORATION</b>	
	<ul style="list-style-type: none"> <li>- Students practice writing make a sentence using perfect tense. Workbook page 51.</li> <li>- Students give tick or cross after they make a sentence before.</li> <li>- Students practice speaking by snow ball throwing how using perfect tense. Workbook page 53.</li> </ul>	
<b>4</b>	<b>CONFIRMATION</b>	
	<ul style="list-style-type: none"> <li>- Teacher asks to the students what they learn today. .</li> <li>- Students conclude the materials.</li> </ul>	
<b>5</b>	<b>CLOSING</b>	
	<ul style="list-style-type: none"> <li>- Teacher gives motivation to the students</li> </ul>	

	about learning English. - Teacher and students close the meeting by say “Hamdallah” together. - Teacher gives salam.	
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### **CC. SOURCE OF MATERIALS: (1)**

- (11) YLG Move With English B All variants,
- (12) LCD Projector
- (13) Internet,
- (14) Class Discussion,
- (15) Role Play

### **DD. SCORING**

- 5. Techniques :  
Tes dan Non tes
- 6. Instruments :
  - 2) Tes
    - h. Listening
    - i. Performance
    - j. Draw lines
  - 1) Non tes
    - e. Check List
    - f. Rating scale

Approved by  
The Principal

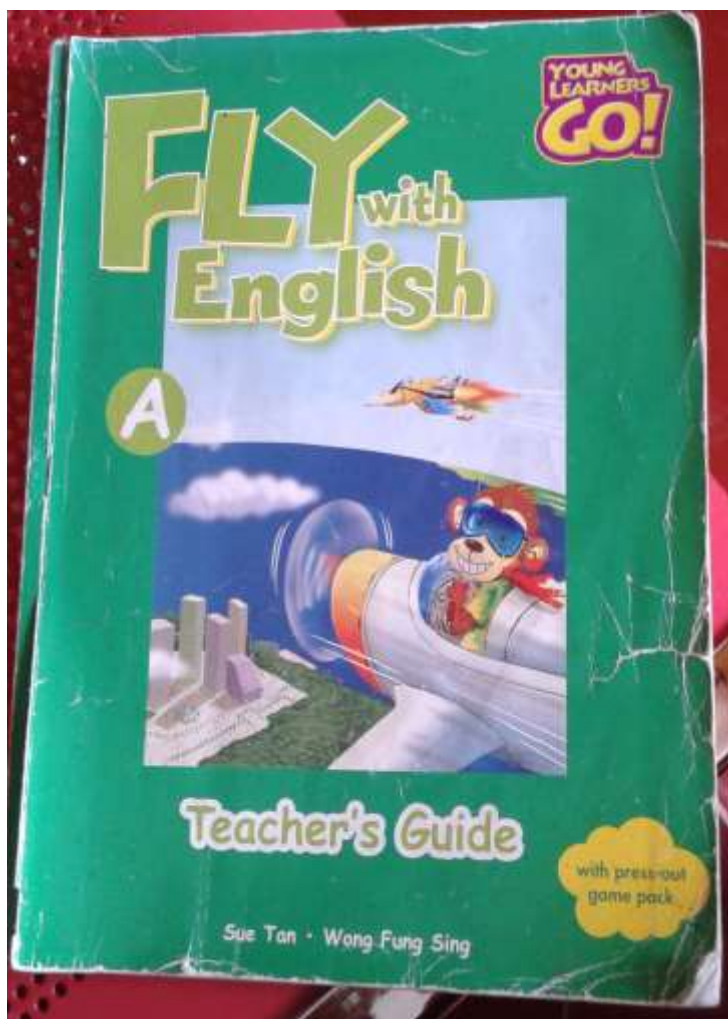
Semarang, 23 January 2016  
The English Teacher

**Ariful Ulum, S.Pd.**

**Reesky Adi Nugroho, S.Pd.**

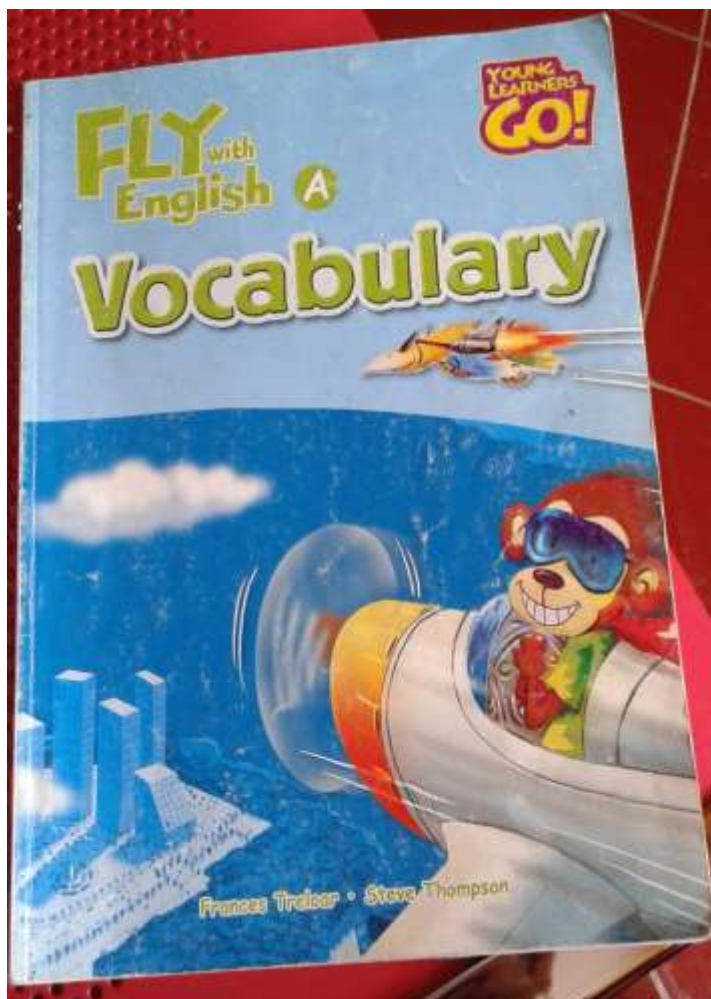
Appendix 9

The Picture of the Textbook 1



Appendix 10

The Picture of the Textbook 2





Appendix 11

The Picture of the Textbook 3



Appendix 12

The Picture of the Textbook 4

