

**ENGLISH LANGUAGE TEACHING AND LEARNING  
FOR YOUNG LEARNERS AT SD IT CAHAYA BANGSA  
MIJEN-SEMARANG**

**(A Study at the Fifth Grade of SD IT Cahaya Bangsa Mijen  
Semarang in the Academic Year of 2017/2018)**

**THESIS**

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



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**2018**

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**Assalamu'alaikumWr. Wb.**

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Title : **English Language Teaching and Learning for Young Learners at SD IT Cahaya Bangsa Mijen Semarang (Study at the Fifth Grade of SD IT Cahaya Bangsa Mijen Semarang in the academic year of 2017/2018)**

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**Wassalamu'alaikumWr. Wb.**

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**RATIFICATION**

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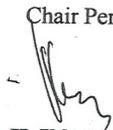
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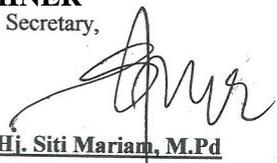
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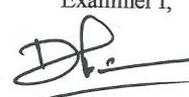
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## ABSTRACT

Title : English Language Teaching and Learning for Young Learners at SD IT Cahaya Bangsa Mijen Semarang (A Study at the Fifth Grade of SD IT Cahaya Bangsa Mijen Semarang in the academic year of 2017/2018)

Writer : Muhammad Muzakki Aufa

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Key Words : English Teaching and Learning, Young learners, Elementary School

The purpose of this study is to explain the English language teaching and learning for young learners at the fifth grade of SD IT Cahaya Bangsa Mijen Semarang in terms of English teaching materials, teaching methods, and learning assessment. This study used a qualitative approach because the data were analyzed using sentences. The data were collected by three techniques: observation, interview, and documentation. 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 a certain lesson plan which arranged by the teacher. Language materials were covered in the textbook which was provided by Yudhistira Publisher. 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. Questions were true false questions, matching questions, and multiple choice questions. Non-questions were checklist and rating scale. One of young learners characteristics is play loving so that 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. Hence, teaching and learning process can be done clearly and the learning purpose can be achieved.

## MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ

بِمَا تَعْمَلُونَ خَيْرٌ ﴿١١﴾

Allah will raise those who have believed among you and those who have been granted knowledge (Al-Mujadalah: 11)

There's a Will, There's a Way

Enjoy Difficulties. Because of the difficulties behind it must be easy

## ACKNOWLEDGEMENT

I do thank Allah who has given me insight and strength to finish this research completely. Sholawat and Salam always are given to the Prophet Muhammad who brings us from the darkness to the brightness. The writer would like to express my gratitude for all them.

1. The Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang Dr. H. Raharjo, M.Ed, St.
2. Dr. Ikhrom, M.Ag as the head of English Department of Education and Teacher Training Faculty of UIN Walisongo Semarang.
3. Dra. Hj. Siti Mariam, M.Pd as the advisor for their patience in giving great motivation, helpful corrections and suggestion to improve this thesis during the consultation.
4. All lectures in Education and Teacher Training Faculty who has given the knowledge patiently.
5. Special My beloved Parents *Bapak* Rosyid Mubarak and *Mamak* Syafa'ati, My Sisters Nur Nailis Saadah and Hafidlotul Amanah which are always motivate me.
6. All of Member Wisma Qolbun Salim and KAMMI UIN Walisongo that give best experiences.

Finally, the writer realized that this thesis is far from being perfect, therefore, the writer will happily accept constructive criticism in order to make it better. The writer hoped that this thesis would be beneficial to everyone. Aamiin.

The Writer

**Muhammad Muzakki Aufa**  
Student Number: 113411028

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# CHAPTER I

## INTRODUCTION

This chapter consists of six sub chapter. It begins with background of the study then followed by reasons for choosing the topic. The next part presents statement of the problem discussed in this research. It is followed by objective, scope, and significance of the study.

### **A. BACKGROUND OF THE STUDY**

English is an international language, which used most of people in this world. The government encourages their citizen to have English language competence for their country's economic benefit. Nowadays, English has a prominent position in twenty more countries. English language learning in many countries not only begins in secondary school in formal grade education but also in another education such as informal and non-formal education. This brings us to the next trend; English also taught in non-formal education for example in a course or in community based education. Language teaching is a field in which fads and heroes have come and gone in a manner fairly consistent with the kinds of changes that occur in youth culture.<sup>1</sup>

English as an international language has very important role for example English as the language for science, technology and

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<sup>1</sup> Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (United State of America: Thomson Learning), 3rd Ed., p.3.

international communication. English is not the language with the largest number of native or first language speakers. It has become a lingua franca and can be defined as a language widely adopted for communication between two speakers whose native language different from each other and where one or both speakers are using it as a second language.<sup>2</sup> Thus based on it is crucial function in this era, all of the people have to study English as well as possible.

English language has close relationship with tourism resorts. Indonesia is one of the countries which have many tourism resorts. It has opportunities to invite foreigner comes to Indonesia. The people must realize that they can get advantages from this condition. By mastering English well they can communicate with the foreigner communicatively. They can increase their income by mastering English, because most of the tourist speaks English. Most of foreigners who come to Indonesia can speak English. So, it will be better and it is the obligation for peoples who live near tourism resort to study English.

In the other hand, 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-Mujadalah: 11) :

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<sup>2</sup> Jeremy Harmer, *The Practice of English Teaching*, (Malaysia: Longman, 2002), 3rd Ed.,p.1.

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ

بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

“.....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.”<sup>3</sup>

This verse explains that God will raise degree of believers, obedient and submissive to him, carrying out his commands, avoid his prohibition, 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.<sup>4</sup>

The prophet Muhammad also said in hadits:

وَمَنْ سَلَكَ طَرِيقًا يَطْلُبُ بِهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ طَرِيقًا إِلَى الْجَنَّةِ (رواه البخاري)<sup>5</sup>

“Whoever takes a path to study, Allah will make it easy for him to walk to heaven. (H.R. Bukhori)”

The above hadits illustrates that Allah will give easy to enter a heaven for who look for science. Because with the knowledge and science, people can worship correctly to Allah SWT and with knowledge a Muslim also can do goodness. Worship without

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<sup>3</sup> Departemen Agama RI , *Al-Qur'an dan Terjemahannya*, (Kudus, Menara Kudus, 2006), p.543.

<sup>4</sup> Departemen Agama RI, *Al-Qur'an dan Tafsirannya*, (Edisi yang disempurnakan), (Jakarta, Penerbit Lentera Abadi, 2001), p.25

<sup>5</sup> Imam al-Bukhori, *Shohih al-Bukhori*, (Kairo, Daarul Hadits, 2008), p.54

knowledge is nonsense, just will do wrongness and sins. So the person who studies is one who heading to the heaven of God.

To get sciences in the world, so we must master in English as international language. English is most language used in this world. It is taught from childhood in the school.

Based on the case, Indonesian 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 language faster than adults to. 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>6</sup> They believe if children learn English earlier can be better to be succes to get the target language. Actually the succes of foreign 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.

Teacher of young learners should provide the care necessary to meet these needs, so that can thrive and focus on learning. In the other word, teachers of young learners have to job, to provide care and to provide instruction. In order to provide the best possible

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<sup>6</sup> Ebook: Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Pearson Education Longman, 2007), p.37.

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. Teachers therefore are responsible if specific new structure and new words are not learned and produced every lesson.<sup>7</sup>

Teaching English for young learners should be properly handled if it is to be successful. It needs 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.

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 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, arts, etc.

Teaching for students of elementary school is not the same as teaching adult because they have different characteristics and motivation. They are different from adults, so the way of teaching

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<sup>7</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

must be different too. There are some general characteristics of the children in that group (a) they are competent user of mother language, (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 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 through eyes, hand, ears, (h) they have very short attention and concentration.<sup>8</sup>

If the teachers 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 can not 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 best technique for teaching young learners need an intensive analysis, especially for the teacher. They should create alternative of technique to teach young learners in order to make them interested to what they are going to learn and avoid boredom.

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<sup>8</sup> Devita Ratnasari (123411034), *English Language Teaching and Learning for Young Learners at SD Islam Al-Azhar 29 Semarang*, Thesis (Semarang: Program Sarjana UIN Walisongo, 2016), p.5

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 learner will be the subject of the study is an exact choice to research English teaching and learning in different point of view. This study is conducted at the fifth grade of SD IT Cahaya Bangsa Mijen Semarang. The researcher choosed SD IT Cahaya Bangsa 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 have enough experience before. That's why the researcher is going to research under title "English Language Teaching and Learning for Young Learners at SD IT Cahaya Bangsa Mijen Semarang (A Study at the Fifth Grade of SD IT Cahaya Bangsa Mijen Semarang in the Academic Year of 2017/2018)"

## **B. REASONS FOR CHOOSING THE TOPIC**

The researcher is interested in describing an English language teaching and learning for young learners. Actually there are differences in teaching adult learners and young learners. The point is uncared by teacher and school.

The researcher thought in teaching young learners, teacher must realize to the students' needs. So, teacher must choose appropriate materials, methods and assessment. This research is hoped to show about teaching young learners especially at elementary school.

This research took place in SD IT Cahaya Bangsa Mijen Semarang. As we know IT School are the new concept strategy in combining Islamic materials and general knowledges. To combine both of them needs an appropriate method and comprehensive curriculum to create Khoiro Ummah generation. The researcher choosed the fifth grade as the research object. The researcher thought that the students of the fifth grade are most compatible based on the age. They have chance to absorb materials through any methods and will be more understandable.

### **C. RESEARCH QUESTIONS**

1. What language materials are covered in English lesson for young learners at the fifth grade of SD IT Cahaya Bangsa Mijen Semarang in the academic years of 2017/2018?
2. What methods are used to teach young learners at the fifth grade of SD IT Cahaya Bangsa Mijen Semarang in the academic years of 2017/2018?
3. How does the teacher assess young learners in teaching English at the fifth grade of SD IT Cahaya Bangsa Mijen Semarang in the academic years of 2017/2018?

#### **D. OBJECTIVES OF THE STUDY**

1. To explain language materials are covered in English lesson for young learners at the fifth grade of SD IT Cahaya Bangsa Mijen Semarang in the academic years of 2017/2018.
2. To explain methods are used to teach young learners at the fifth grade of SD IT Cahaya Bangsa Mijen Semarang in the academic years of 2017/2018.
3. To explain some assessments applied in English course for young learners at the fifth grade of SD IT Cahaya Bangsa Mijen Semarang in the academic years of 2017/2018.

#### **E. SCOPE OF THE STUDY**

The researcher observed the process of English foreign language teaching at the fifth grade of SD IT Cahaya Bangsa Mijen Semarang in the academic years of 2017/2018. 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 the fifth grade of SD IT Cahaya Bangsa Mijen Semarang in the academic years of 2017/2018. There will be the obstacles and the solutions during teaching and learning process.

#### **F. SIGNIFICANCES OF THE STUDY**

This research is expected to be able to give information for the researcher himself 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 expected 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 hoped that the English teacher at Elementary School will get more information about young learners at elementary school and they can teach successfully.

2. For the researcher

The researcher hoped 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 informations and experiences about teaching and learning for young learners at Elementary School, especially at SD IT Cahaya Bangsa Mijen Semarang.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of research related with this study and some basic theories related to the study. Those have been used to determine the research, the data collection and data analysis during the study.

#### **A. PREVIOUS RESEARCH**

The previous research related with this study is the research that had been done by Devita Ratna Sari (123411034), student of Education and Teaching Training Faculty of Walisongo State Islamic University Semarang by the title **“English Language Teaching and Learning for Young Learner at SD Islam Al-Azhar 29 Mijen Semarang”**. This thesis discussed 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.<sup>9</sup>

The result of that study showed that there was certain syllabus and lesson plan which were arranged by the teacher. Language materials were covered in the textbook 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. Test were true false question, matching question, multiple choice and non-test were check list and rating scale.

The similarity with the research above, the researcher investigated teaching and learning process for young learners. The differences from research above, the researcher observed at SD IT Cahaya Bangsa that has different environment with SD Islam Al-Azhar 29 Semarang.

Other previous researches related with this study is the research that has been done by Pamuji Fitria Nugroho (073411050), student of Education and Teaching Training Faculty

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<sup>9</sup> Devita Ratnasari (123411034), *English Language Teaching and Learning for Young Learners at SD Islam Al-Azhar 29 Semarang*, Thesis (Semarang: Program Sarjana UIN Walisongo, 2016), p.IV

of Walisongo State Islamic University Semarang by the title “**The Use of Audio Visual Aids in English Teaching and Learning (A Descriptive Study of the Fifth Years Students of SD Islam Terpadu Cahaya Bangsa Mijen Semarang in the Academic Year of 2013/2014)**”. The research question was how important the audio-visual aids are used in the English teaching and learning at Fifth Years in SD Islam Terpadu Cahaya Bangsa Mijen Semarang in the Academic year of 2013/2014. And the objective of research in the study was to describe how important audio-visual aids are used in English teaching and learning process.

This research was a field research. The approach used was a survey approach, which was a way of collecting data from a number of units or individuals in the same time. This approach aimed to determine public opinion about something. Data collection techniques used was interview, documentation, and questionnaire. The study showed that from several analyses of questionnaires and interviews in the research, the researcher found that the use of audio-visual aids had several importances including providing good material to students, supporting students’ learning, creating appropriate teaching-learning atmosphere, maximum result of learning be achieved, making students focus on learning, not feeling sleepy when learning, getting improved in learning, and willing to do exercises came from themselves.<sup>10</sup>

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<sup>10</sup> Pamuji Fitria Nugroho (073411050), *The Use of Audio Visual Aids in English Teaching and Learning (A Descriptive Study of the Fifth Years*

The similarity with the research above, this research also investigated teaching and learning practice at SD IT Cahaya Bangsa. But, it does not focus on audio visual aids, but focus on English language teaching and learning, especially in terms of teaching materials, teaching methods, and learning assessments.

Based on two researches above, teaching and learning for young learners is different from adult learners. Teacher needs some methods to make students understandable and comfortable in learning English.

## **B. LITERATURE REVIEW**

### **1. English Language Teaching and Learning**

English becomes the major international language of printed information. A great deal of the world's scientific, commercial, economic, and technological knowledge are written and published in English. The new era and globalization today demand many people to master English as an international language. By mastering English well, they could absorb and expand the knowledge, technology and culture. They also could communicate with other people from the other country. The Indonesian government has chosen English as the first foreign language which is taught in Indonesia's schools. There are three functions of the teaching of foreign language in Indonesia. The functions are as follow:

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*Students of SD Islam Terpadu Cahaya Bangsa Mijen Semarang in the Academic Year of 2013/2014*), Thesis ((Semarang: Program Sarjana UIN Walisongo, 2014), p.VI.

1. As a means of international communication
2. As an aid to develop the Indonesian language into modern one
3. As an instrument in utilizing modern science and technology for development

The meaning of foreign language is different from the second language. The difference is on the usage. If the language mentioned has communicative function in certain society or used in daily activities, for instances Bahasa Indonesia, in the Javanese society, the language is called second language. But if the language has no certain function in daily communication in the society, for instance English and Mandarin in Indonesia, the language is considered as the foreign language. Language learning means acquiring the ability to ask and answer questions, to make statements and to produce the normal authentic, forms used by native English speakers.<sup>11</sup>

Based on the statement above, it is clear that the aim of learning language are to be able to use the language, to response any situation, to understand more, and to be able to read and write.

The main characteristics of foreign language learning are in amount and type of exposure to the language. The children will have very little experience of the language outside the

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<sup>11</sup> Wolfgang Klein, *Second Language Acquisition*, (Melbourne: Cambridge University Press, 1990)., p., 4-6

classroom, and encounters with the language will be through several hours of learning in a school. In foreign language teaching, there is an onus on the teacher to provide exposure to the language and to provide opportunities for learning through classroom activities. There are three backgrounds to learning English as follow:

1. Learning English as a First Language

One of the implication for teachers of foreign language learning is in earliest stages they bring different ways to develop skill and learning abilities in their language. By the age of five, individual differences in language domains will be established. For example some children will find it easier to learn vocabulary than others, or children with more developed conversational skill may transfer these to the new language more easily than others. From the some language lessons, it is likely that different children will learn different things, depending partly on what they find easier to learn. Teacher interchanges the terms second and foreign in referring to English language teaching. Some of them warranted, particularly in relation to a curriculum or a lesson, because the difference between the two is significant, and this dichotomy has been over generalized in recent years.<sup>12</sup>

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<sup>12</sup>Wolfgang Klein, *Second Language Acquisition*, (Melbourne: Cambridge University Press, 1990)., p., 4-6

Second language learning context are those in which the classroom target language is readily available out there. Teaching English in United States or Australia clearly falls in to the English second language category.<sup>13</sup>

Foreign language context are those in which students do not have ready-made contexts for communication beyond their classroom. They may be obtainable through language clubs, special media opportunities, books, or an occasional tourist, but effort must be made to create such opportunities. Teaching English in Japan or Morocco or Thailand or Indonesia is almost always a context of English as a foreign language.<sup>14</sup>

## 2. Learning English as a Second Language

Children learn second language better than adults and this is often used to support the early introduction of foreign language teaching. Children can learn a second language effectively before puberty because their brains are still able to use the mechanism that assisted first language acquisition. The older learners will learn differently after these stages language. They may need to be helped to notice and pay attention to the silent cues of the new language.<sup>15</sup>

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<sup>13</sup> Wolfgang Klein, *Second Language Acquisition*, (Melbourne: Cambridge University Press, 1990), p. 15.

<sup>14</sup> *Ibid*, p. 16.

<sup>15</sup> Kasihani K. E. Suyanto, *English for Young learners*, (Jakarta: Bumi Aksara, 2007)., p.16.

English language learning held for example in English Department in many universities in Indonesia. All of the materials study about English. They have responsibility to speak English well because it is their program. So, English becomes second language for them.

### 3. Learning English as a Foreign Language

Every students carry out different language, it can be important conclusion that children became sensitive to the cues in their first language from early infancy at babies. They learn to pay attention to particular cues which carry out information for meaning. Later, when they try to understand a second language, they will transfer the first language strategies to understand second language. The combination of the children capabilities both first and second language can influence student's achievement in foreign language. Teaching learning English foreign language had done in common place. Because, teaching learning English in English Department is not the example of teaching learning English as a foreign language but it is called teaching learning English as second language.

## 2. Young and Adult as Learner in English Language

There are two kinds of language learners, they are as follow:

### 1. Young learners

The definition of young learners is the students for elementary school which attain the age about 6 to 12.

They were divided into two groups, younger group (6-8 year old) and older group (9-12 year old). According to the class, they called as lower classes, first, second, and third, and upper class, fourth, fifth, sixth class. Meanwhile, Scott divides them into level one or first step (5-7 year old) and levels two (8-10 year old). Level two groups, usually called a beginner when they start to study English at those levels.<sup>16</sup>

Sarah Phillips, on her book, stated that “young learners, means children from the first year of formal schooling (five or six year old) to eleven or twelve year of age”<sup>17</sup>

The most important characteristics of young learner are their tendency to be active, some of them more active than others. Teacher should be concerned about children whose behavior is extremely passive or active. Another characteristic of children that is almost 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

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<sup>16</sup> Kasihani K. E. Suyanto, *English for Young learners*, (Jakarta: Bumi Aksara, 2007), p. 15.

<sup>17</sup> Sarah Phillips, *Young Learners*, (UK: Oxford University Press, 2001), p. 3.

environment and how quickly their attention shifts from one aspect to another.<sup>18</sup>

Young learners are primary students. In term of age, young learners are between the age of approximately five and twelve.<sup>19</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 objects based on theirs 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>20</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 af formal schooling.<sup>21</sup> Young language learners are able to make some decisions about their own learning and they have defined views about what they like and do not like doing.

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<sup>18</sup> Kenneth T. Henson and Delmar Janke, *Elementary Science Methods*, (United States of America: Mc Grow-Hill. Inc, 1984), p. 24.

<sup>19</sup> Elli G, 2014, "Young Learners" : *Clarifying Our Terms*, ELT Journal 68/1 : 75-8

<sup>20</sup> Daniel Muijs and David Reynolds, *Effective Teaching: Teori dan Aplikasi*, (Yogyakarta: Penerbit Pustaka Belajar, 2008), p. 24-25

<sup>21</sup> Penny McKay, *Assessing Young Language Learners*, (Cambridge: Cambridge University Press, 2008), p.1.

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>22</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.

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.

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<sup>22</sup> Mario Camilleri, etc, *Information and Communication Technologies and Young Language Learners*, (Kapfenberg: Council of Europe, 2003), p.9.

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>23</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 have need for individual attention and approval from the teachers. They are keen to talk about themselves, and respond well to learn that uses themselves and their own lives as main topics in the classroom.
- e. They have a limited attention span, unless activities as 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

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<sup>23</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (United Kingdom: Pearson Longman, 2007), 3rd Ed, p.38

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. Adult learners

Younger children tend to be influenced by their feelings for their teacher. The main differences between the older and younger are that the older people can consider the importance of studying English, but often become less interested, embarrassed by having to learn a language or even hostile because they do not want to seem foolish in front of their friends. Different with children, the seven to eight year people may be too young to feel any need for English; their attitude is mainly affected by whether they like the friends feel about

English. Children tend to be more enthusiastic than older. Social environment also influences the children's interest in learning English.

The other characteristics between children and adult as language learners are; *first*, children have shorter attention than adult.<sup>24</sup> It means children can't keep concentration and interest in learning material and activity for a long time. They will be bored with monotonous learning. But, adults are more able to keep concentration and interested in learning material and activity. *Second*, learning for children should be fun and natural.<sup>25</sup> By this, they will be fun and will not be afraid to study. It is easier for children to understand the lesson through non-formal teaching, playing and singing. But for adult can be easy to understand the lesson through formal teaching. They can analyze their new knowledge by their old knowledge. Thus they acquire English language consciously.

*Third*, the children acquire grammatical rule inductively and the adult acquire grammatical rule deductively. When learning grammatical rule, the children can understand it through example. If they are

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<sup>24</sup> Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Fransisco State University: Longman, 2001), p. 88.

<sup>25</sup> Ag. Bambang Setyadi, *Teaching English as a Foreign Language*. (Jogjakarta: Graha Ilmu, 2006), p., 179.

given the patterns of grammatical rule first they will be difficult to understand. Different from children, the adult can understand the pattern of grammatical rule before seeing some example. They can develop their abstract thinking ability.

### **3. Teaching Materials**

The form of teaching material is anything which presents or informs about the language to be learned.<sup>26</sup>

Teaching material is a key component in language teaching. It is 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>27</sup>

To make teaching learning more successful, the material must be selected appropriately. Before selecting material, the teacher must decide the objectives of English teaching and makes the syllabus. A language curriculum can be viewed as a document that provides guideline for textbook. In an attempt to

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<sup>26</sup> Brian Tomlinson, *Material Development In Language Teaching*, (UK: Cambridge university Press, 2003), p.1

<sup>27</sup> Jack, C. Richard, *Curriculum Development in Language Teaching*, (USA: Cambridge University Press, 2001), p.251.

give workable definitions to the terms curriculum and syllabus, the definition are:<sup>28</sup>

A curriculum is a document of an official nature, published by a leading or central education authority in order to serve as a framework or a set of guidelines for the teaching of a subject area. A syllabus is contrast to the curriculum, is a more particularized document that addresses a specific audience of learners and teachers, a particular course of study or particular series of textbook.

According to the distinction made here between curriculum and syllabus, it follows that the curriculum should state the following the goals, the rationale, and the guiding principles for language teaching. A syllabus on other hand should translate these guiding principles into specific goals, content, activities to the carried out in particular, and well defined context.

#### **4. Teaching Method**

The definition of teaching method is the way of teaching. Teaching methods means the ways that usually used to do something, related to the content, is the way to transfer knowledge or to teach.

Edward Anthony said that there are three hierarchical elements namely approach, method, and technique. An

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<sup>28</sup> Marianne Celce-Murcia, Elite Olshtain, *Discourse and Context in Language teaching*, (United Kingdom: Cambridge University Press, 2000) p., 185.

approach is a set of assumptions dealing with the nature of language, learning and teaching. Method is 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 is in harmony with an approach as well.<sup>29</sup>

Harmer has defined method as the practical realization of an approach. The methods arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization. According to Brown, the teaching method definitions as follows:<sup>30</sup>

*“Methods are a generalized set of classroom specification for accomplishing linguistic objective. Methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing, and material. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts. There is relationship among teaching method, approach, and technique. Method is the practical realization of an approach, and includes various procedures and techniques”.*

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<sup>29</sup> Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Fransisco State University: Longman, 2001), p., 14.

<sup>30</sup> *Ibid*, p. 88.

In every school, teacher should have certain method in teaching materials by looking at students characteristics. Teaching children for young learners has different method with teaching adult learners. In International Community Village have two different learners, young and adult. So, the teacher should have certain method in teaching learning. Actually, not all of the methods are suitable for them.

## **5. Teaching Learning Assessment**

Assessment is described as an attempt to analyze the learning process, measure student's achievement over a period of time as a result of teaching learning.<sup>31</sup>

There are some purposes of assessment. First, assessment is to increase in continuous learning process (formative), second is to give feedback for students on their progress or achievement (summative), and inform it to teacher and parents (informative). Third is to identify students' need to be supported (diagnostic), and forth, it is also to check the effectiveness of teaching method and learning material (evaluate). According to Brown, there are two kinds of assessment, formal and informal assessment.

Criteria for measuring a test, type of test, and a synthesis of issues in testing will be centered on formal. The meaning of formal is measurements of language those designated moments

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<sup>31</sup> Reid Wilson, *A Summary of Stephen Krashens principles and Practice in Second Language Acquisition* (San Francisco: Longman, 1997), p., 7.

during which the administrator prepared instrument to students for the purpose of measuring their competence.<sup>32</sup> Informal assessment is involved in all incidental, unplanned, evaluative coaching and feedback on task designed to elicit performance but not for the purpose of recording results and making fixed judgements about a students' competence. Informal assessment includes formative and process, and formal assessment include summative and product. Teacher should consider that assessment must practically (it is within the means of financial limitations, time constrains, ease administration, scoring and interpretation), reliability (consistent and dependable), and validity.<sup>33</sup>

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<sup>32</sup> Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Fransisco State University: Longman, 2001), p. 384.

<sup>33</sup> *Ibid*, p. 388.

## CHAPTER III

### METHODE OF INVESTIGATION

This chapter consist of research method and how to collect the data. The method of research is an important factor that affects the result of the study. It begins with determining research design, setting, source of data, subject, technique of data collection, and technique of data analysis.

#### **A. RESEARCH DESIGN**

Before stepping further about the method of a research, the researcher elaborated what research is. 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 research 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.<sup>34</sup>

Reichard and Cook (cited in Nunan's book: "*Research Method in Language Learning*") draw a distinction between quantitative and qualitative research as follows:

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<sup>34</sup> David Nunan, *Research Method in Language Learning*, (USA, Cambridge University Press, 1992), p.23

*“Quantitative research is obtrusive and controlled, objective, generalizable; 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, ungeneralizable studies are justifiable (an ungeneralizable 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 collected)”*.<sup>35</sup>

The types of quantitative research are experimental study and comparative study. On the other hand, the types of qualitative research are ethnographic research (ethnography), case study, and classroom observation. From that elaboration, the researcher chooses qualitative approach for this research because the data are descriptive in the forms of written and spoken. Furthermore, the technique is adaptive and sensitive to be applied.

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 consisted of three steps: pose a question, collect data to answer the question and present an answer to the question.<sup>36</sup>

This research is qualitative research. Qualitative research is for comprehending; the meaning of comprehending is trying to

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<sup>35</sup> David Nunan, *Research Method in Language Learning*, (USA, Cambridge University Press, 1992), p.23

<sup>36</sup> Haris Herdiansyah, *Metodologi Penelitian Kualitatif*, (Jakarta: Penerbit Salemba Humanika, 2012), p.2. 56

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 multi method 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 problematic moments and meaning in individual lives. 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>37</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.

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<sup>37</sup> Haris Herdiansyah, *Metodologi Penelitian Kualitatif*, (Jakarta: Penerbit Salemba Humanika, 2012), p.8

This research combined library and field research. Library research is to get secondary data and field research is for getting primary data from participants directly. Therefore, researcher visited to the setting to do observation.

## **B. SETTING**

This research was conducted in SD IT Cahaya Bangsa Mijen Semarang. The researcher only focused on the fifth grade of SD IT Cahaya Bangsa Mijen Semarang in the academic year of 2017/2018.

## **C. SOURCE OF DATA**

In a qualitative research, source of primary data are the actions and the words and the source of additional data is the written data, documents such as written data, pictures, or statistical data.<sup>38</sup> If the researcher used questionnaire or interview to collect the data, someone who responds or answers the researcher question is the source of data. If the researcher used observation to collect the data, the source of data is the movable thing or the process which is observed.

The source of data in this research is as follows:

- 1.The headmaster who gives further information about the history of establishing school, the aims in Teaching English for students, and school curriculum.
- 2.The teacher who gives some further instructional information.

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<sup>38</sup> Lexy J Moleong, *Metode Penelitian Kualitatif*, (Bandung, Pt. Remaja Rosdakarya, 2005), p. 216

3.The teaching materials, learning assessments, and teaching methods employed in SD IT Cahaya Bangsa that will be observed by the researcher.

4.SD IT Cahaya Bangsa (the data of teachers and students, lesson schedule, proposal of establishing school), students' worksheet, students' exercise book, and pictures.

#### **D. SUBJECT**

There are six grades in SD IT Cahaya Bangsa Mijen 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 assessments.

#### **E. TECHNIQUE OF DATA COLLECTION**

The researcher used the descriptive method in this research, so in conducting this research the researcher did some ways to collect data, such as doing observation, interview, and documentation.

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

According to Kartono, observation is the study of real phenomenon of research object by observing and writing. Observation means a technique of collecting data by observing

the subject of the research directly. This technique used to investigate the methods of English teaching.<sup>39</sup>

The observation was done at SD IT Cahaya Bangsa Mijen Semarang, especially only in the fifth grade. The researcher came to the classroom activity when teaching learning process is started. During observation, the researcher took a seat at the back to investigate the teacher's role, student's role, method and material delivered. The researcher interacted with the teacher and sometimes with the students.

## 2. Interview

Interview is a face to face situation which is attempted to collect information by asking some information orally and to be answered orally. Interview is a kind of dialogue, but the list of question is presented orally.<sup>40</sup> The purpose of interviewing people is to find out what is in their mind, what they think or how they feel about something. The researcher, in this case, is as interviewer, gives question, gives mark for the answer, asks for explanation, takes note and provides prodding (dig for the deeper information). In other side, the interviewees (can be teacher, student, or administrator in school), answer question, explain and sometimes give question back to the interviewer.<sup>41</sup>

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<sup>39</sup> Kartono, *Pengantar Metodologi Riset Sosial*, (Bandung: C.V. Mandar Maju, 1990), p.157

<sup>40</sup> Ibid, p.187

<sup>41</sup> Sutrisno Hadi, *Metodologi Research*, (Bandung: CV. Pustaka Setia, 2004), 2nd Ed, p.218.

### 3. Documentation

It is done to obtain the written data, such as note, transcript, newspaper, magazine, agenda, etc. The researcher used this method to obtain documents which is related with this research. They are school files (the data of teachers and students, lesson schedule, proposal of establishing school), students' worksheet, students' textbook, and pictures.

## **F. TECHNIQUE 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>42</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.

The analysis of qualitative data can be done through some stages. The researcher can begin with collecting and comparing the data, coding the data 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. Marshall and Huberman suggests that the process of

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<sup>42</sup> Irawan Prasetyo, *Logika dan Prosedur Penelitian*, (Jakarta: STIA- LAN Press, 1999), p.99

data analysis involve three activities; data reduction, data display, and conclusion drawing or verification.<sup>43</sup>

### **1. Data Reduction**

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>44</sup>

### **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>45</sup>

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<sup>43</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), p. 127

<sup>44</sup> Graham Hitchcock and David Hughes, *Research and the Teachers, a Qualitative Introduction to School-Based Research*, (New York: Routledge, 1995), p.299

<sup>45</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), 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 conducted 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 described the English teaching and learning process for young learners conducted at SD IT Cahaya Bangsa Mijen 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 IT Cahaya Bangsa in the Academic Year of 2017/ 2018**

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

The main purpose of English Foreign Language learning for young learners at the fifth grade of SD IT Cahaya Bangsa is firstly, for introducing foreign language to young learners, it was expected that students could master English as a foreign language. As we know English is an 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>46</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>47</sup> For achieving the goal of teaching and learning process, SD IT Cahaya Bangsa uses materials and textbook based on *Basic English* from Yudistira Publisher. Teachers just develop the materials and choose appropriate methods to teach students. Certainly, every material has different way to teach.

Numbering time of English teaching at the fifth grade was once every week. It is on Tuesday in one hour. At SD IT Cahaya Bangsa English lesson has not more time for teaching process. It is same with other lesson in numbering time, but it's not problem to make students mastering English lesson by using appropriate methods. Back to the goal of English teaching and learning process at SD IT Cahaya Bangsa is after graduating from there students are ready to get more various materials in Junior High School.

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<sup>46</sup> Interview with Mrs. Dian, the English teacher, on November 23<sup>th</sup> 2017.

<sup>47</sup> Interview with Mrs. Hanum, Vice Principle of the Curriculum, on November 21<sup>st</sup> 2017.

SD IT Cahaya Bangsa has high expectation to their students can master basics of English well.<sup>48</sup>

At SD IT Cahaya Bangsa Mijen, English teacher used the textbook which was published by Yudistira Publisher, the textbook was chosen, interview with Mrs. Dian, the English teacher, on November 23<sup>th</sup>, because it was prepared specifically for teaching young learners. The textbook consists of colorfull and interesting pictures. It makes students more interested to read the book. 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.

Language materials covered in English lesson for needs. The themes were taught to the fifth grade students. 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 at the fifth grade of SD IT Cahaya Bangsa Mijen in the academic year of 2017/2018 were arranged by Yudistira Publisher. A semester consists of seven units. So, fourteen units are taught in year. Every unit has different theme to be taught. In the textbook consists of four skills, which are listening, speaking, reading, and writing. At the fifth grade

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<sup>48</sup> Interview with Mrs. Dian, the English teacher, on November 23<sup>th</sup> 2017.

of SD IT Cahaya Bangsa Mijen, students concern in all skills.<sup>49</sup> Teacher taught listening, speaking, reading and writing, surely the materials are appropriate for young learners based on the textbook which were as follows:

1) Lesson 1: I have many friends. Introduction is focus on this lesson. The structure which taught about using have, has, do, does in making good sentences. 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) Lesson 2: Go Outside. vocabularies which are learned about verbs. Besides the vocabularies students learns about expression of prohibition, using modals like will, may not, can not.

3) Lesson 3: At the shopping mall. The students learn about differences between using “there is” and “there are”. Students also will learn about expression of looking for, asking for and giving

4) Lesson 4: Hometown. Giving direction is learned in this unit. Students also will be taught about preposition of place.

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<sup>49</sup> Interview with Mrs. Dian, the English teacher, on November 23<sup>th</sup> 2017.

5) Lesson 5: Happy Birthday. Students will learn about ordinal number and invitation expression in this unit.<sup>50</sup>

6) Lesson 6: In the classroom. Teacher teaches about how to ask for and give permission. Student also learn about article the, a, an.<sup>51</sup>

7) Lesson 7: My favourite show. Student will learn about expression of agreement and disagreement, and superlative degree.<sup>52</sup>

8) Lesson 8: At the bookstore. Students will learn about expressing how to ask for and giving help. They also will be taught about simple present continuous tense.

9) Lesson 9: Health. Students will learn about using 'have/has' for health condition. Students also will learn about expressing sympathy.

10) Lesson 10: Weather. Using modals (should, have to, has to) will be taught in this lesson. Students also will learn about expressing suggestion.

11) Lesson 11: At the restaurant. Students will learn about using much, many, some, any, asking for things, and using numbers 1000-100,000.

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<sup>50</sup> See the Lesson Plan in appendix

<sup>51</sup> See the Lesson Plan in appendix

<sup>52</sup> See the Lesson Plan in appendix

12) Lesson 12: Experience. Students will learn about using simple past tense (irregular verb). They also will be taught about asking for clarification.

13) Lesson 13: Occupation. Expressing opinion is learned in this lesson. Students also will learn about using 'prefer' and 'would rather'.

14) Lesson 14: Visiting the Doctor: Students will learn about using reflexive pronoun. They also will learn about giving instruction.

**b. Teaching aids**

To create conductive 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. Teacher 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. Teacher used whiteboard to explain the activity which would be done and wrote the exercise. For doing listening section teacher used audio aids. The speaker was also available to be used at the classroom.<sup>53</sup>

English teaching and learning process at SD IT Cahaya Bangsa Mijen was facilitated well. For teaching

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<sup>53</sup> Interview with Mrs. Dian, the English teacher, on November 23<sup>th</sup> 2017.

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. For practicing the material about the direction the teacher used map.<sup>54</sup>

## **2. Teaching and Learning Methods for Young Learners and How to Use the Methods at the fifth grade of SD IT Cahaya Bangsa Mijen in the Academic Year of 2017/2018.**

Primary students as young learners have different characteristics with adult learners. Primary teacher's 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 must choose appropriate methods for teaching young learners.<sup>55</sup> The methods which were used to teach fifth grade students were as follows:

### **a. Cooperative Learning**

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

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<sup>54</sup> Classroom observation, on November 30<sup>th</sup> 2017.

<sup>55</sup> Classroom observation, on November 30<sup>th</sup> 2017.

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.

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. How to invite someone in your birthday party? The students were given time to discuss with their friends. After discussing, teacher will correct it.<sup>56</sup>

c. Audio Lingual Method

Audio Lingual Method usually was used for listening section. Listening section for young learners at SD IT Cahaya Bangsa Mijen 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 textbook. After doing listening section, teacher and students discussed about the answer and the

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<sup>56</sup> See the Lesson Plan in appendix

teacher made the correction and gave explanation for the fault.<sup>57</sup>

d. Grammar-Translation Method

English teacher at SD IT Cahaya Bangsa Mijen 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. 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 My Classroom. The text was from Basic English page 44. 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>58</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;

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<sup>57</sup> Interview with Mrs. Dian, the English teacher, on November 23<sup>th</sup> 2017.

<sup>58</sup> Classroom observation, on November 30<sup>th</sup> 2017.

teacher needs to make teaching and learning more relax but still serious. Besides reducing students stress, Total Physical Respond allowed them to speak when they were ready. 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 “Clap your hand!” or “Sit down!” 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.

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. Teacher gave an picture of location for every group the students. Then they should make the sentence about differences located picture. Next they should make paragraph to complete sentences. 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.

### **3. Learning Assessment for Young Learners at the fifth grade of SD IT Cahaya Bangsa Mijen in the Academic Year of 2017/2018.**

Assessment is a process of assessing the teaching and learning process which was arranged by an educator and for learners. By assessment, the teacher and parents were going to know children's progress after learning process. According to English teacher of fifth grade of SD IT Cahaya Bangsa Mijen, learning assessment of young learners were for achieving independence after teaching and learning process. The result of assessment would be used to arrange the next learning planning program.

The English learning assessment of young learners of SD IT Cahaya Bangsa Mijen used test and non-test. Tests were true false question, matching question, multiple choice; non-tests were check list and rating scale.<sup>59</sup>

#### **a. Test**

Test which was used to examine the students that was very simple. For assessing through test teacher chose three types of test assessment. Those are true false question, matching question, and multiple choices. The assessment

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<sup>59</sup> Interview with Mrs. Dian, the English teacher, on November 23<sup>th</sup> 2017.

was suited to students development, in this case was for young learners. Young learners needed simple English question.<sup>60</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 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>61</sup>

#### b. 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. Check list was made by the teacher that consists of some aspects

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<sup>60</sup> Interview with Mrs. Dian, the English teacher, on November 23<sup>th</sup> 2017.

<sup>61</sup> Interview with Mrs. Dian, the English teacher, on November 23<sup>th</sup> 2017.

which were usually done by the students. The example of the check list of the activity of the students in group discussion:

Based on the check list the teacher gave mark for the students. The assessment was done objectively and the result was very clear. The implementation of rating scale was used to observe the behavior of the students. The example of rating scale. At SD IT Cahaya Bangsa Mijen 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>62</sup>

Project and portfolio are also used for assessing students in SD IT Cahaya Bangsa Mijen. 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. 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

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<sup>62</sup> Interview with Mrs. Hanum, Vice Principle of the Curriculum, on November 21<sup>st</sup> 2017.

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>63</sup>

Other way to assess speaking skill the students should speak one by one; such as story telling by reading a story. The students came forward for having story telling then teacher gave score for them. The teacher assessed their speaking; about their pronunciation and their expression. 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 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.<sup>64</sup>

## **B. Discussion**

### **1. English Language Materials Covered in English Lesson for Young Learners at the fifth grade of SD IT Cahaya Bangsa Mijen in the Academic Year of 2017/2018.**

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<sup>63</sup> Interview with Mrs. Hanum, Vice Principle of the Curriculum, on November 21<sup>st</sup> 2017.

<sup>64</sup> Interview with Mrs. Dian, the English teacher, on November 23<sup>th</sup> 2017.

Before discussing English language material at SD IT Cahaya Bangsa Mijen, 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>65</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>66</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 Brian Tomlinson, etc., *Materials Development in Language 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>67</sup>

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<sup>65</sup> Brian Tomlinson, *Materials Development in Language Teaching*, (United Kingdom: Cambridge University Press, 2011), 2<sup>nd</sup> Ed., p. xiii.

<sup>66</sup> Jack C. Richard, *Curriculum Development in Language Teaching*, (USA: Cambridge University Press, 2001), p. 251.

<sup>67</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.

At SD IT Cahaya Bangsa Mijen 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 IT Cahaya Bangsa Mijen 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>68</sup> From those findings, the researcher concludes that English for young learners 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. The textbook which is used by English teacher at SD IT Cahaya Bangsa Mijen was *Basic English* for Elementary School Year V. The book was focused on four skills; listening, speaking, reading and writing. The book contains several

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<sup>68</sup> Interview with Mrs. Hanum, Vice Principle of the Curriculum, on November 21<sup>st</sup> 2017.

exercises which move students forward in learning English especially in terms of listening and speaking.<sup>69</sup>

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.

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.

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

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<sup>69</sup> Interview with Mrs. Dian, the English teacher, on November 23<sup>th</sup> 2017.

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. The textbook which are provided from SD IT Cahaya Bangsa Mijen is appropriate for English teaching and learning process for young learners.

At SD IT Cahaya Bangsa English has not more lesson time than other schools. It is same with other lesson time. Because this school is Islamic school, student get more Islamic value, for example practice to pray, recite qiro'ati, remember Qur'an and hadits, and make students have Islamic characteristic in daily activity. But English teacher still can use time well in teaching English.<sup>70</sup>

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<sup>70</sup> Interview with Mrs. Hanum, Vice Principle of the Curriculum, on November 21<sup>st</sup> 2017.

## **2. Teaching and Learning Methods for Young Learners and How to Use the Methods at the fifth grade of SD IT Cahaya Bangsa Mijen in the Academic Year of 2017/2018.**

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 IT Cahaya Bangsa Mijen 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.<sup>71</sup>

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<sup>71</sup> Interview with Mrs. Dian, the English teacher, on November 23<sup>th</sup> 2017.

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>72</sup>

Audio Lingual Method usually used for listening section. Listening section for young learners at SD IT Cahaya Bangsa Mijen 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 IT Cahaya Bangsa Mijen. 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

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<sup>72</sup> See the Lesson Plan in appendix

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 then grammar. At SD IT Cahaya Bangsa Mijen 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, Dessuggestopedia, Community Language Learning, Total Physical Response and Communicative Language Teaching.<sup>73</sup>

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<sup>73</sup> Dianne Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p 1-8.

The methods used in teaching and learning process at SD IT Cahaya Bangsa Mijen 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 did 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 IT Cahaya Bangsa Mijen teacher has been given the guidelines to teach 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 brings and contains of a message or information to the acceptor or the students. Based on Leshin taxonomy; the teaching media includes 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>74</sup>

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<sup>74</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta; PT Raja Grafindo Persada, 2003), p. 79-80.

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 video.<sup>75</sup>

At SD IT Cahaya Bangsa Mijen teacher used graphic, illustration, photograph, map, animation, or 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 IT Cahaya Bangsa Mijen 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 IT Cahaya Bangsa Mijen became better and more successful than other schools.

### **3. Learning Assessment for Young Learners at the fifth grade of SD IT Cahaya Bangsa Mijen in the Academic Year of 2017/2018.**

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

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<sup>75</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>76</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>77</sup> English teacher At SD IT Cahaya Bangsa Mijen 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.

The teacher also gave the students task, such as project and portfolio. Project and portfolio also used for assessing students in SD IT Cahaya Bangsa Mijen. Those usually took for examining written skill. Students should write the text related

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<sup>76</sup> Zainali Arifin, *Evaluasi Pembelajaran*, (Jakarta: Direktorat Jendral Pendidikan Islam Kementerian Agama, 2012), p.g. 130.

<sup>77</sup> Ibid, p.199

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>78</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>79</sup>

English teacher at SD IT Cahaya Bangsa Mijen 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

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<sup>78</sup> J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learner*, (United States of America: Longman, 1996), p. 3.

<sup>79</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco State University: Pearson Education, Inc. 2004), p. 24-25.

varied. Teacher has to choose appropriate assessment for the students.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

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 IT Cahaya Bangsa Mijen in the Academic Year of 2017/2018, the findings are summarized as follow:

1. Language materials covered in English lesson for young learners at the fifth grade of SD IT Cahaya Bangsa Mijen in the Academic year of 2017/2018 are based on the textbook Basic English from Yudhistira Publisher. A semester consists of seven themes. The textbook consist of colorful and interesting pictures. It makes students more interested to read the book. 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. 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 IT Cahaya Bangsa Mijen in the Academic Year of 2017/2018 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 IT Cahaya Bangsa Mijen 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 IT Cahaya Bangsa Mijen or not. Although the textbook is designed specifically for young learners, but teacher must use other book as references. Not just using one book.

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.

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1. TPQ Sabilunnajah Penjalin Kendal
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Semarang, January 31<sup>st</sup> 2018

**Muhammad Muzakki Aufa**

Sudent Number: 113411028

## Appendix 2

### Transcript of Interview Guidelines for the Teacher

Participants : Dian Eryka Dwi Pratiwi, S.Pd.  
Date and Time : Thursday, November 23<sup>th</sup> 2017 on 1.00 pm  
Topic : English Teaching and Learning for Young Learners  
Place : SD IT Cahaya Bangsa Mijen Semarang

Turn	Speakers	Expressions
1.	Researcher	What is the purpose of teaching and learning process for young learning at fifth grade of SD IT Cahaya Bangsa Mijen Semarang in The Academic Year 2017/2018?
2.	Teacher	The purpose of teaching English at SD IT Cahaya Bangsa 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 IT Cahaya Bangsa Mijen Semarang in The Academic Year 2017/2018?
4.	Teacher	Once in a week. It's two lesson hour. Sixty 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 at fifth grade of SD IT Cahaya Bangsa Mijen Semarang in The Academic Year 2017/2018?
6.	Teacher	Teacher's orientation for teaching is prepared to make students understand in English language.
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 IT Cahaya Bangsa Mijen Semarang in The Academic Year 2017/2018? Are there prota and promes?
8.	Teacher	For making lesson plan, annual program and semester program we use the textbook from Yudhistira Publisher. In the textbook there are basic points to make the lesson plan, annual program, and semester program.
9.	Researcher	What language materials and topics are covered in English

		course for young learners at fifth grade of SD IT Cahaya Bangsa Mijen Semarang in The Academic Year 2017/2018?
10.	Teacher	The materials which are taught based on the textbook. The textbook is from Yudhistira Publisher. 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 IT Cahaya Bangsa Mijen Semarang in The Academic Year 2017/2018?
12.	Teacher	The textbook which is used by the teacher is Basic English for Elementary School from S.B. Sulaiman and Kenneth W. Ament. 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. So, make students interest to study.
15.	Researcher	What methods are used the teacher in teaching and learning for young learners at fifth grade of SD IT Cahaya Bangsa Mijen Semarang in The Academic Year 2017/2018?
16.	Teacher	I use cooperative learning method and direct method. I also use direct speech, discussion, Audio Lingual Method, Grammar Translation Method, Total Physical Response. The students also get the information from their friend and they learn together in discussion.
17.	Researcher	What teaching aid is used in teaching and learning English for young learners at fifth grade of SD IT Cahaya Bangsa Mijen Semarang in The Academic Year 2017/2018?
18.	Teacher	I use power point to explain the materials. Every class in our school has projector. I also use whiteboard to explain the material. For explaining about superlative I use some picture to compare two or more thing and use map for explaining the direction.
19.	Researcher	How does the teacher assess the students at fifth grade of SD IT Cahaya Bangsa Mijen Semarang in The Academic Year 2017/2018?
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.
21.	Researcher	How is the result of assessment?
22.	Teacher	Every student has different characteristics. There are students understand well and also there are students are difficult to understand a lesson.
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. I also always give motivation to them because they are still young and need to play.

Appendix 3

**The Observation Check List I**

Date and Time : Thursday, November 23<sup>rd</sup> 2018 on 8.30 am

Place : 5B Grade of SD IT Cahaya Bangsa Mijen

Teacher : Dian Eryka Dwi Pratiwi, S.Pd.

No	Condition in the class	Fact	
		Yes	No
<b>Learning Process</b>			
1	Teacher opens a lesson by reciting a pray.	√	
2	Teacher asks stimulating questions.	√	
3	Teacher explains a lesson by using understood language.	√	
4	Teacher uses an appropriate teaching and learning method		√
5	Teacher masters materials.	√	
6	Teacher organizes appropriate teaching media.	√	
7	Teacher uses whiteboard.	√	
8	Teacher employs appropriate game properly.		√
9	Students pay attention to teacher's explanation.	√	
10	Students participate in the teaching and learning process.	√	
<b>Classroom Management</b>			
1	Teacher controls students well.	√	
2	Teacher builds interaction with the students.	√	
3	Teacher finds difficulties or obstacles when teaching and learning process are done.	√	
4	Teacher can solve the problems which are found the teaching and learning process.	√	
<b>Assessment</b>			
1	Teacher assesses students using appropriate assessment.	√	
2	Students do exercise seriously.		√
3	Teacher corrects students' work.	√	
4	Teacher gives homework to students.	√	

Observer,

**Muhammad Muzakki Aufa**

Student Number: 113411028

## The Observation Check List II

Date and Time : Thursday, November 30<sup>th</sup> 2018 on 8.30 am

Place : 5B Grade of SD IT Cahaya Bangsa Mijen

Teacher : Dian Eryka Dwi Pratiwi, S.Pd.

No	Condition in the class	Fact	
		Yes	No
<b>Learning Process</b>			
1	Teacher opens a lesson by reciting a pray.	√	
2	Teacher asks stimulating questions.	√	
3	Teacher explains a lesson by using understood language.	√	
4	Teacher uses an appropriate teaching and learning method		√
5	Teacher masters materials.	√	
6	Teacher organizes appropriate teaching media.	√	
7	Teacher uses whiteboard.	√	
8	Teacher employs appropriate game properly.		√
9	Students pay attention to teacher's explanation.	√	
10	Students participate in the teaching and learning process.	√	
<b>Classroom Management</b>			
1	Teacher controls students well.	√	
2	Teacher builds interaction with the students.	√	
3	Teacher finds difficulties or obstacles when teaching and learning process are done.		√
4	Teacher can solve the problems which are found the teaching and learning process.	√	
<b>Assessment</b>			
1	Teacher assesses students using appropriate assessment.	√	
2	Students do exercise seriously.		√
3	Teacher corrects students' work.	√	
4	Teacher gives homework to students.	√	

Observer,

**Muhammad Muzakki Aufa**

Student Number: 113411028

### The Observation Check List III

Date and Time : Thursday, Desember 7<sup>th</sup> 2018 on 8.30 am  
 Place : 5B Grade of SD IT Cahya Bangsa Mijen  
 Teacher : Dian Eryka Dwi Pratiwi, S.Pd.

No	Condition in the class	Fact	
		Yes	No
<b>Learning Process</b>			
1	Teacher opens a lesson by reciting a pray.	√	
2	Teacher asks stimulating questions.	√	
3	Teacher explains a lesson by using understood language.	√	
4	Teacher uses an appropriate teaching and learning method		√
5	Teacher masters materials.	√	
6	Teacher organizes appropriate teaching media.	√	
7	Teacher uses whiteboard.	√	
8	Teacher employs appropriate game properly.		√
9	Students pay attention to teacher's explanation.	√	
10	Students participate in the teaching and learning process.	√	
<b>Classroom Management</b>			
1	Teacher controls students well.	√	
2	Teacher builds interaction with the students.	√	
3	Teacher finds difficulties or obstacles when teaching and learning process are done.	√	
4	Teacher can solve the problems which are found the teaching and learning process.	√	
<b>Assessment</b>			
1	Teacher assesses students using appropriate assessment.	√	
2	Students do exercise seriously.		√
3	Teacher corrects students' work.	√	
4	Teacher gives homework to students.		√

Observer,

**Muhammad Muzakki Aufa**  
 Student Number: 113411028

## Appendix 4

### A LESSON PLAN

<b>School</b>	: SDIT Cahaya Bangsa
<b>Class/Semester</b>	: 5/I
<b>Meeting</b>	: 11 and 12
<b>Day / Date</b>	: Thursday, October 26 <sup>th</sup> and November 2 <sup>nd</sup> 2017
<b>Time Allotment</b>	: 2 x 60 minutes (2 x meeting)

#### A. Standard of Competencies :

1. Understanding simplest instruction by practicing in school.
2. Expressing instructions and simplest information in school.
3. Understanding English written and pictorial descriptive in school.
4. Spelling and making simplest sentences in school.

#### B. Basic Competencies :

1. Responding simplest instruction by practicing in class context and school.
2. Doing conversation to practice among action and words, inviting someone.
3. Reading loudly by utterance, pressure, and intonation correctly, among words, phrases, and simplest sentence.
4. Spelling simplest sentence well.

#### C. Learning Indicators :

1. Students are be able to show shape picture correctly.
2. Students are be able to do conversation using frase of inviting someone.
3. Students are able to read simple text correctly.
4. Students are able to make simple sentence using ordinal number (reading date, month, and year).

#### D. Hoped Students' Characteristic :

Courage, dilligence, respect

#### E. Materials :

Happy Birthday

## **F. Language Learning Methods :**

Direct speech, discussion, audio lingual method, grammar translation method, total physical response

## **G. Learning Steps**

### *First Meeting*

1. First Activity
  - Conditioning class
  - Praying together
  - Apperception
2. Main Activity
  - a. Exploration
    - Teacher writes kinds of numbers (ordinal dan cardinal number)
  - b. Elaboration
    - Teacher explains about kinds of ways to read numbers (ordinal dan cardinal number) and plays recorder about reading number from native speaker.
    - Teacher explains how to use it
    - Teacher shows date and month
    - Students read it by using English language
    - Students come forward one by one to be asked by their friends using “When is your birthday?”
    - Students do exercise in textbook page 39
    - Teacher gives assessment
  - c. Confirmation
    - Teacher finishes assessment about students’ word and written
3. Last Activity
  - Teacher closes lesson by reciting hamdalah and praying majlis closer

### *Second Meeting*

1. First Activity
  - Conditioning Class
  - Praying together
  - Apperception
2. Main Activity
  - a. Exploration

- Teacher writes kinds of number (ordinal and cardinal number)
- b. Elaboration
  - Teacher explains about frases of inviting someone in dialogue.
  - Students do exercise in textbook page 41
  - Students come forward in group to practice dialogue
  - Teacher gives assessment
- c. Confirmation
  - Teacher finishes assessment about students' word and written
- 3. Last Activity
  - Teacher closes lesson by reciting hamdalah and praying majlis closer

**H. Source of Materials**

- English textbook “Basic English for Elementary School Year V” by S.B. Sulaiman and Kenneth W. Ament (2016, Jakarta: Yudhistira Publisher)
- Native Speaker recorder

**I. Scoring**

Teacher gives assessment depend on criterias follows :

No	Name	Fluency	Accuracy	Appearance	Total score

Semarang, Oktober 22<sup>nd</sup> 2017

The English Teacher



Dian Eryka Dwi Pratiwi, S. Pd



## A LESSON PLAN

<b>School</b>	: SDIT Cahaya Bangsa
<b>Class/Semester</b>	: 5/I
<b>Meeting</b>	: 13
<b>Day / Date</b>	: Thursday, November 16 <sup>th</sup> 2017
<b>Time Allotment</b>	: 1 x 60 minutes (1 x meeting)

### A. Standard of Competencies :

1. Understanding simplest instruction by practicing in school.
2. Expressing instructions and simplest information in school.
3. Understanding English written and pictorial descriptive in school.
4. Spelling and making simplest sentences in school.

### B. Basic Competencies :

1. Responding simplest instruction by practicing in class context and school.
2. Doing conversation to practice among action and words, inviting someone.
3. Reading loudly by utterance, pressure, and intonation correctly, among words, phrases, and simplest sentence.
4. Spelling simplest sentence well.

### C. Learning Indicators :

1. Students are able to mention kinds of articles in English
2. Students are able to do conversation using asking phrase and giving permission
3. Students are able to read simple text correctly.
4. Students are able to make simple sentence using article in English.

### D. Hoped Students' Characteristic :

Courage, dilligence, respect

### E. Materials:

In the Classroom

### F. Language Learning Method :

Direct speech, discussion, audio lingual method, grammar translation method, total physical response

## **G. Learning Steps :**

1. First Activity
  - Conditioning class
  - Praying together
  - Apperception
2. Main Activity
  - a. Exploration
    - Teacher writes kinds of articles in English
  - b. Elaboration
    - Teacher explains about kinds of articles in English and how to use it.
    - Students do exercise textbook on page 45
    - Teacher give assessment
    - Teacher explains about asking frase and giving permission in dialogue
    - Students do exercise textbook on page 49
    - Siswa maju berkelompok mempraktikkan dialog tersebut
    - Teacher give assessment
  - c. Confirmation
    - Teacher finishes assessment about students' word and written
3. Last activity
  - Teacher closes lesson by reciting hamdalah and praying majlis closer

## **H. Source of Materials**

- English textbook “Basic English for Elementary School Year V” by S.B. Sulaiman and Kenneth W. Ament (2016, Jakarta: Yudhistira Publisher)

## I. Scoring

Teacher gives assessment depend on criterias follows :

No	Name	Fluency	Accuracy	Appearance	Total score

Semarang, Oktober 29<sup>th</sup> 2017



The English Teacher

Dian Eryka Dwi Pratiwi, S. Pd

## A LESSON PLAN

<b>School</b>	: SDIT Cahaya Bangsa
<b>Class/Semester</b>	: 5/I
<b>Meeting</b>	: 14
<b>Day / Date</b>	: Thursday, November 23 <sup>th</sup> 2017
<b>Time Allotment</b>	: 1 x 60 minutes (1 x meeting)

### A. Standard of Competencies :

1. Understanding simplest instruction by practicing in school.
2. Expressing instructions and simplest information in school.
3. Understanding English written and pictorial descriptive in school.
4. Spelling and making simplest sentences in school.

### B. Basic Competencies :

1. Responding simplest instruction by practicing in class context and school.
2. Doing conversation to practice among action and words, inviting someone.
3. Reading loudly by utterance, pressure, and intonation correctly, among words, frases, and simplest sentence.
4. Spelling simplest sentence well.

### A. Learning Indicators :

1. Students are able to mention sentence using superlative degree
2. Students are able to do conversation using expression of agreement
3. Students are able to read simple text correctly
4. Students are able to make simple sentence using superlative degree

### B. Hoped Students' Characteristic :

Courage, dilligence, respect

### C. Materials :

Favourite Show

### D. Language Learning Methods :

Direct speech, discussion, audio lingual method, grammar translation method, total physical response

## **E. Learning Steps :**

1. First Activity
  - Conditioning class
  - Praying together
  - Apperception
2. Main Activity
  - a. Exploration
    - Teacher writes kind of degrees in English
  - b. Elaboration
    - Teacher explains about kinds of degree in English, especially superlative degree
    - Students do exercise textbook on page 53-55
    - Teacher gives assessment
    - Teacher explains about agreement frase and disagreement frase in dialogue
    - Students do exercise textbook on page 57
    - Students come forward to practice dialogue
    - Teacher give assessment
  - c. Confirmation
    - Teacher finishes assessment about students' word and written
3. Last Activity
  - Teacher closes lesson by reciting hamdalah and praying majlis closer

## **F. Source of Materials**

- English textbook “Basic English for Elementary School Year V” by S.B. Sulaiman and Kenneth W. Ament (2016, Jakarta: Yudhistira Publisher)

### G. Scoring

Teacher gives assessment depend on criterias follows :

No	Name	Fluency	Accuracy	Appearance	Total score



Semarang, November 5<sup>th</sup> 2017

The English Teacher

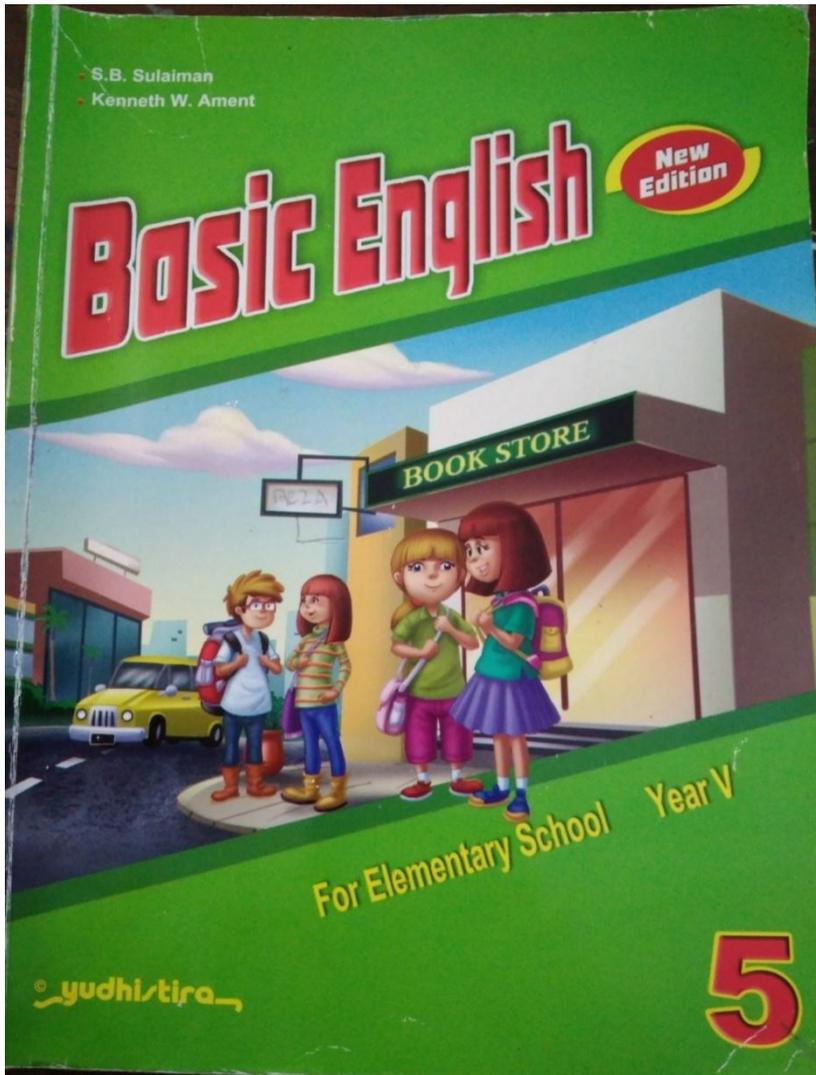
Dian Eryka Dwi Pratiwi, S.Pd

Appendix 5

**STUDENT LIST**  
**5B GRADE 2017 / 2018**

NO	NIS	NISN	N A M E	JK	KET
1.	13. 362	0072327490	ARDAN RISKI MAULANA	L	
2.	13. 363	0079369300	ARIKA AMAR HIJRIAH	P	
3.	13. 364	0078572279	ARINI KEMUNING SUDHARMONO	P	
4.	13. 365	0077384123	DIERA AULIA KAMIL	P	
5.	13. 366	0072560858	EZRA AZZAM REGASTHA	L	
6.	13. 367	0079604825	FAUZY KURNIAWAN	L	
7.	13. 368	0071231758	GHAITSA MAULIDA MUSTOFA	P	
8.	13. 370	0063247638	KHAIRINA BELVA QARIRU	P	
9.	13. 371	0073694235	MIRZA NUR FADHLIKA	L	
10.	13. 372	0078538810	M. FATIH ALBANA	L	
11.	13. 373	0068967730	MISKA HAIDAR RASYID	L	
12.	13. 374	0073721426	MUHAMMAD AKBAR NUGRAHA	L	
13.	13. 375	0077529725	MUHAMMAD AKMAL SYAFIQ	L	
14.	13. 376	0076200629	MUHAMMAD DINAR SANJAYA	L	
15.	13. 377	0076035236	MUHAMMAD HISYAM DAFFA'UL HAQ	L	
16.	13. 378	0076450999	MUHAMMAD NAUFAL FADHLAN DARWIS	L	
17.	13. 379	0078093406	NADA KAMILIA AZZAHRA	P	
18.	13. 381	0061433428	NASHITA FATIN	P	
19.	13. 382	0065648544	NAURA LUTHFIA	P	
20.	13. 383	0079053831	ORCHITA SYIFA FIRDAUSI MUGIHARJO	P	
21.	13. 384	0067111895	REZA AQILA ESCADA	L	
22.	13. 385	0073121971	SHABRINA AULIA HAQ	P	
23.	13. 386	0075964754	SYARIFATUL KHADIJA	P	
24.	13. 404	0077069695	MUS'AB NUR AHMAD	L	

The Picture of Textbook



Appendix 7

Pictures of Teaching-Learning Process



Appendix 8

**Pictures of School Building**





Nomor : B.4511/ Un.10.3/ D.1/ TL.14/ XI/ 2017 Semarang, 14 November 2017  
 Lamp : -  
 Hal : **Mohon Izin Riset**  
 a.n. : Muhammad Muzakki Aufa  
 NIM : 113411028

Kepada Yth.  
 Kepala SD IT Cahaya Bangsa  
 Di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

nama : Muhammad Muzakki Aufa  
 NIM : 113411028  
 alamat : Ds. Penjalin, Kec. Brangsong, Kab. Kendal  
 judul Skripsi : ENGLISH TEACHING AND LEARNING FOR YOUNG LEARNERS AT SD  
 IT CAHAYA BANGSA MIJEN SEMARANG (A Descriptive Study at the Fifth  
 Grade of SD IT Cahaya Bangsa Mijen Semarang in the Academic Year of

pembimbing : I. Dra. Hj. Siti Mariam, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/ judul skripsi sebagaimana tersebut di atas selama 1 bulan, mulai tanggal 15 November 2017 sampai dengan tanggal 14 Desember 2017.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.  
 Wassalamu'alaikum Wr. Wb.



**Tembusan:**

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (Sebagai laporan)

## Appendix 10



Cerdas, Kreatif dan Berakhlak Mulia untuk Kejayaan Bangsa

### Surat Keterangan No.421.1/SDIT\_CB/I/2018

Yang bertanda tangan dibawah ini

Nama : Siti Aminah,S.E

Jabatan : Kepala Sekolah

Menerangkan bahwa Mahasiswa berikut:

Nama : Muhammad Muzakki Aufa

NIM : 113411028

Jabatan : Mahasiswa UIN Walisongo Semarang

Fakultas/ Jurusan : Ilmu Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris

Benar-benar telah melakukan penelitian di SD IT Cahaya Bangsa Mijen dalam rangka menyusun tugas akhir (Skripsi) dengan judul : **ENGLISH LANGUAGE TEACHING AND LEARNING FOR YOUNG LEARNERS AT SD IT CAHAYA BANGSA MIJEN SEMARANG** (Study at the Fifth Grade of SD IT Cahaya Bangsa Mijen Semarang in the Academic Year of 2017 / 2018) dari tanggal 15 November 2017 s/d 14 Desember 2017.

Demikian surat keterangan ini dibuat agar bias digunakan untuk sebagaimana mestinya.

Semarang, 23 Januari 2018

Kepala SD IT Cahaya Bangsa



Siti Aminah, S.E.

## Appendix 11



**UNIVERSITAS ISLAM NEGERI WALISONGO**  
**FAKULTAS ILMU TARBİYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Nglayan Semarang Telp. 024-7601295 Fax. 7615387

Nomor : B-3691/ Un. 10-3/ j4/ PP. 00-9/ 9/2017

Semarang, 29 September 2017

Lamp : -

Hal : Penunjukan Pembimbing Skripsi

Kepada Yth:

1. Dra. Hj. Siti Mariam, M.Pd

Assalamu'alaikum Warohmatullah Wabarokatuh

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Muhammad Muzakki Aufa

NIM : 113411028

Judul : **ENGLISH LANGUAGE TEACHING AND LEARNING FOR YOUNG LEARNERS AT SD IT CAHAYA BANGSA MIJEN SEMARANG (A Descriptive Study at the fifth grade of SD IT Cahaya Bangsa Mijen Semarang in the academic years of 2017/2018)**

Dan menunjuk saudara:

1. Dra. Hj. Siti Mariam, M.Pd (Pembimbing I)

Demikian penunjukan pembimbing skripsi ini disampaikan, dan atas kerjasamanya, kami ucapkan terima kasih.

Wassalamu'alaikum Warohmatullah Wabarokatuh



Dekan  
Ketua Jurusan PBI

Khrom, M.Ag  
NIP. 19650329199403100

Tembusan disampaikan kepada Yth:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan
3. Arsip