

**EFL PRIMARY TEACHERS' PERCEPTIONS ON TEACHING ENGLISH
TO YOUNG LEARNERS IN YOGYAKARTA**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



By:

AYUNDA FRISKA K.

16322067

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
YOGYAKARTA**

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APPROVAL SHEET

**EFL PRIMARY TEACHERS' PERCEPTIONS ON TEACHING ENGLISH
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By

Ayunda Friska Krisanti

16322067



Approved at August 17th, 2020

By

Supervisor

Irma Windy Astuti, S.S, M.Hum

NIP: 062216005

RATIFICATION SHEET

**EFL PRIMARY TEACHERS' PERCEPTIONS ON TEACHING ENGLISH
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By

Ayunda Friska Krisanti

16322067

Defended before the Board Examiner on Monday, August 17th, 2020 and

Declared Acceptable

Board Examiner

Chairperson : Irma Windy Astuti, S.S., M.Hum.

First Examiner : Ista Maharsi, S.S., M.Hum.

Second Examiner : Astri Hapsari, S.S., M.Tesol.



Yogyakarta, August 17th, 2020

Department of English Language Education
Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia

Head Department



Irma Windy Astuti, S.S., M.Hum

NIP: 062216005

STATEMENTS OF WORK'S ORIGINALITY

I honestly declare that this thesis is originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, 17th August 2020



Ayunda Friska Krisanti
16322067

MOTTO

~Someone's life seems beautiful, but someone else thinks your is more beautiful,
so just lives on your life, creates your own beautiful life~

Be Yourself!

DEDICATION

This thesis I dedicate gratefully to myself, my mother, Mrs. Kuntini, my beloved father, Alm. Mr. Jami'in, my little sister, Friselya, and all the people around me who have supported me through ups and downs during my thesis writing. To my father, your little daughter now already a "Bachelor", I believe that you can see me from there. I also hope this is a good start for me to continue my step to the next journey in the future.

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Ayunda Friska Krisanti

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EFL PRIMARY TEACHERS' PERCEPTIONS ON TEACHING ENGLISH TO YOUNG LEARNERS IN YOGYAKARTA

AYUNDA FRISKA KRISANTI

16322067

ABSTRACT

The purpose of this research was to describe teachers' perceptions on teaching English to young learners in primary education level. This research was phenomenology research which was conducted both in international and regular primary schools in Yogyakarta. Furthermore, there were three participants of this research, two English teachers who teach English in an international primary school, and one English teacher who teaches English in three regular primary schools. In addition, the data were collected from the interview transcript as the main source for this research. Moreover, thematic analysis was used by the researcher to analyze the data findings. This research revealed that the teachers had positive perceptions related to the benefit of teaching English to young learners. With regard to the process of teaching English to young learners, it was found that different teaching methods and techniques became the one of many difficult challenges faced by the teachers. Then, in terms of the use of learning media, the findings showed that the teachers mostly used and integrated traditional media in the process of teaching English to young learners.

Keywords: Primary English Teacher, Teaching English to Young Learners, Primary School

CHAPTER 1

INTRODUCTION

This chapter presents an introduction of the research. It covers the background of the study, formulation of the problems, objectives of the study, and the significance of the study.

1.1. Background of Study

As the belief that “younger is better”, it has become one of the reasons why teaching English is important to young learners. As known that children in the young age, mostly spend their time to play because they have big curiosity in trying something new, for the example children in the age of four their mostly ask question, give commands, report real events and create stories about their imagination (Spada & Lightbown, 2013), it means that when they find something new they will show the reaction as mentioned before. In addition, at the school years, the children expand the capability to use language to comprehend others and to express their own meaning (Spada & Lightbown, 2013). Moreover, as Brown (2000) stated that in the school-age, the fluency and creativity of children continue to internalize more complex structures, broaden the vocabulary, and improve communicative skills. It can be concluded children at the young age more have a chance to acquire a language, as long as their environment supports them with many exposure.

Teaching English to young learners is one of the ways that can be implemented to make and educate children in mastering English better. Teaching English for young learners is different from teaching adults, because at that the young age, children are usually more active, easily adapt to something, have a big enthusiasm and curiosity about learning something new. As the impact of that, the teacher should be more active and creative in teaching their students. In addition, many teachers agree that teaching English for young learners is important, they agree that English useful for the future of the children (Read, 2003 in Oktaviani & Fauzan 2017). These include getting the better possibility of pronunciation and fluency, greater global awareness and intercultural competence, and mastering bilingualism. One of the benefits that students will get when they learn English in early age is that they have the basic knowledge and skills of English that will be useful for them when they learn English in junior or senior high school level, which English is a compulsory subject.

Thus, many researchers agreed that teaching English to young learners was important for children's future and gave many benefits for them, but we also have to know that in the process of teaching and learning English there are some challenges that are faced not only by the teacher but also the students. Songbatumis (2017) emphasized some challenges that generally exist in teaching English such as, crowded class, lack of vocabulary, lack of English exposure, limited resources accessibility, different teaching methods and techniques application, and

teaching facilities improvement. On the other hand, from the students side, there are three challenges that also faced by primary students in the process of learning a foreign language in Indonesia; the chance to practice English in daily life is lacking; there is a different concept of English words in written text and words in the way it pronounced; and the belief that is the way children learn was the same as adults (Mustafa, 2000 in Sary, 2012). It means that teaching English to young learners is not something that cannot be assumed as an easy thing to do, because there are many things that we should consider, not only from the teachers side but also from the students' side, so that the process of teaching-learning can be balanced.

As known that children at the elementary level are also more physically active and like to play so that the teacher should have good teaching technique and use media that can encourage and engage their students in the learning process. In teaching English for young learners, the teacher can integrate some techniques and media in one session of learning. Juhana (2014) explained that learning language will be effective if the teacher uses suitable various teaching-learning techniques such as TPR, games, objects, and the like which these techniques provide students to be more active, enthusiastic, motivated, and enjoyed while the learning process. Moreover, Gagne, Briggs, and Wager (1992) in Rahmi (2014) explained the media is various elements that support the students to learn in their environment. The kinds of media can be traditional media such as

handouts, books, newspapers, charts, magazines, slides, real objects, flashcards, videotape or film, television, and radio. It also can be the modern one such as computers, interactive video conferencing, and the internet. In addition, the teacher needs to integrate various teaching techniques and media in the learning process, so that the students can be more engaged and active in the teaching-learning process in the classroom.

Considering the phenomena mentioned above, this study aims to investigate the perceptions of the primary teachers about teaching English to young learners especially in international primary school. Although there are many researches that discuss the topic, most of them did not investigate primary teachers' perceptions that explains the benefits of TEYL, the use of media & techniques, and challenges from TEYL in one package. Thus, for the research gap from this research was many of previous research only explain one aspects of them in their research. Moreover, the previous studies were conducted with survey and questionnaire as their primary data collection, which this research will use the interview as the primary data collection. Furthermore, not many researches that conducted in an international primary school, many of them was conducted in regular school. Thus, more specifically, this study attempts to investigate the perceptions from primary teachers about teaching English to young learners in international primary school as well as in regular primary school to capture and describe particularly in the

benefits, challenges, teaching techniques, and media that are used by the teacher with different data collection.

1.2. Formulation of the Problems

As mentioned in the previous section in which not many previous research investigate this topic related to the benefit, the challenges, the techniques, and the use of learning media in the process of teaching young learners, so that the formulation of the study is “What are primary teachers’ perceptions on teaching English for young learners?” specially in terms of the benefit, the challenges, the techniques, and the use of learning media.

1.3. Objectives of the Study

Based on the research problem, the research aims to describe what are the primary teacher’s perceptions about the benefits, the challenges, teaching techniques, and media that are used in teaching English to young learners.

1.4. Significance of the Study

The researcher hopes that this research will have some benefits such as practical contribution to add as references for the teachers who teach English in primary school level to get information about the benefits, the challenges, teaching techniques, and media that are used by the teacher in teaching English for young learners. In terms of theoretical benefits, this research can be recommendation and serve as additional reference for future research that will investigate primary teachers’ perceptions on teaching English to young learners exclusively in international primary school.

CHAPTER II

LITERATURE REVIEW

As what has been stated in the previous section, this research aims to describe what are the primary teacher's perceptions on teaching English to young learners. Then, to support the purpose of the study, this chapter presents the literature review, relevant studies, and conceptual framework.

2.1. Teaching Young EFL Learners: Characteristics, Benefits, and Challenges

Teaching English to young learners in the age around 4-12 years is one of the ways that can be used to make and educate children in mastering English easier because it can bring many positive impacts for the young learners themselves. Many elementary teachers in Indonesia agree that English is important for young learners and useful for their future (Octaviani & Fauzan, 2017). Besides English is important and useful for young learners' future, learning a foreign language can develop children's basic communication capabilities in the language which needs to be stimulated as early as possible, (Pinter, 2006 in Jazuly & Indrayani, 2018). Because as stated by Harmer (2007), he explained that children's understanding comes from what they see and hear, and the chance to touch and interact with, not comes from the explanation, so that it needs to be stimulated as early as possible.

Moreover, children in preschool generally learn through physical activities or learning by doing, it can be learning through hands-on

experiences and manipulation of objects in the environment, (Scoot, 2001 & Mustafa, 2000 as cited in Jazuly & Indrayani, 2018). As the impact of those characteristics, Pinter (2006) explained that teaching English also encourages motivation and enjoyment in language learning especially when it is in a fun way, so that children can promote to learn about other cultures and improve children's cognitive skills as well as improving children's metalinguistic awareness, (cited in Jazuly & Indrayani, 2018). Jazuly & Indrayani (2018) also explained another reason why children should learn English from an early age is that because they are in the convenience age to acquire a language, there is a belief that "younger is better" and they will learn more quickly and efficiently. Consequently, based on the reason above, it can be concluded that teaching English to young learners is really important and gives many advantages for the children themselves.

Many researchers argued that teaching English to young learners was necessary and useful for the future of the children, but we have to know that in the implementation not every process is run easily. Some researchers explained that in the process of teaching English to the students in primary school, they often meet some challenges such as the condition of the school, the school facilities that are too minimal, the children's proficiency in acquiring a foreign language, and others. Songbatumis (2017) emphasized some challenges that generally exist in teaching English such as, crowded class, lack of vocabulary, lack of

English exposure, limited resources accessibility, different teaching methods, and techniques application, and teaching facilities improvement.

As known that in Indonesia, every school has a different quality of classroom size and facilities. In some school which is in a rural area, the condition of the school might need many improvements such as the classroom size that is too small and the distance between one and another class is too thin so that the teacher and the students or even the desks and the chairs in the class do not have any space to move, and the noise between one and another class can disturb the learning process in the classroom. In addition, the facilities in every school also might be different, because not all of the schools, especially in primary school, have a proper library that can provide literacy for the students, and it makes the teachers and students have limited resources accessibility. Not all of the school has good facilities, some of the school just have blackboard and chalk which actually they need complete equipment that used for teaching such as blackboard or whiteboard, board eraser, board marker, chalk, infocus, LCD projector, and speaker so that they can learn those four English skills easily.

As the impact of the condition of the school that has different classroom size and facilities, the teacher should prepare the methods and techniques that are suitable for the condition that they have. Besides the condition of the school, Scott & Ytreberg (1990) mentioned some characteristics from the children which have very short attention &

concentration span, have difficulty in knowing what is fact and what is fiction, often happy playing & working alone but in the company of others, love to play, enthusiast, and positive about learning, so that the teachers should considering the methods and techniques that can provide them to learning the language in a fun way without forgetting the learning objectives of the lessons. The teachers also should make sure the methods and techniques that they use can improve students' ability in mastering everything that they are taught and having high motivation in learning English, but it seems becoming the challenges that are the most challenging thing to do because every child has different language proficiency and background knowledge.

Meanwhile, the challenges are something that is faced not only by the teachers but also by the students themselves. Learning a new language is not always an easy one, some children in primary school think that learning a foreign language is difficult, so that it can make them have a low motivation in language learning. According to Mustafa (2000) in Sary (2012), there are three challenges that faced by primary students in the process of learning a foreign language in Indonesia; the chance to practice English in daily life is lack; there is a different concept of English words in written text and words in the way it pronounced; the belief that is the way children learn was the same as adults. In Indonesia, the implementation of teaching English in primary school based on the researcher's experience is mostly focused on the form or in grammar, the teacher focuses on how the

language used in the written form correctly so that the students have difficulties in speak the language because as known that there are differences between written and the way we pronounce the word if the teacher only focuses on the written task the students will confused while they want to speak because they do not know how to pronounce a word.

Moreover, because of the task that teacher gives mostly on written form, the students have a lack of chance in practicing what they get in the school in their daily life. In addition, it cannot be equalized the learning ways of children and adult, because both of them was very different, children mostly like play while they learn but adults can learn on the serious way with their own way. Pinter (2011) pointed the condition that there is extremely limited access to the target language outside the classroom which this point indicate as 'low input level' context and this is what happens when a foreign language is introduced in primary school. Related to those issues, Pinter (2011) also explained that in fact, in many countries with foreign language programs, the children commonly are not exposed to the target language adequately to learn and participate in meaningful communication. They might learn rhymes and songs, some basic vocabulary, and cautiously practice dialogues, but infrequently progress farther, and specifically unable to communicate their own meaning spontaneously. Indeed, it shows that in the foreign language context, the process of teaching and learning English still needs many

improvements in the way of delivering materials and the language practices.

2.2. Media and Technique in Teaching English to Young Learners

Additionally, related to the explanation before that explained young learners generally learn through hands-on experiences and manipulation objects in the environment, the teachers need to prepare and use the various kinds of media to attract and maintain their students' attention while learning. Rahmi (2014) emphasized the reason why the teachers need to use media in the teaching and learning process. The reasons are because the lack of learners' experiences can be solved by the use of media, media involves direct interaction between the students and their environment, media represent the concrete, and the real concept of teaching, and the use of media also can raise students' motivation. Furthermore, Ruis et al (2009) as cited in Rahmi (2014) also explained some advantages of using media in teaching and learning process, such as increasing students' motivation, avoid students' boredom, make the instructional material easy to understand by the students, achieving the learning goals, and make the teaching-learning process more organized. It shows that the use of media in the teaching and learning process has a big role because it can bring many advantages for the teachers and the students.

Generally speaking, there are many kinds of media that teachers can use to support the teaching and learning process in the classroom.

Gagne, Briggs, and Wager (1992) as cited in Rahmi (2014) stated that the media is various elements that support the students to learn in their environment. The kinds of media can be traditional media such as handouts, books, newspapers, charts, magazines, slides, real objects, flashcards, videotape or film, television, and radio. It also can be the modern one such as computers, interactive video conferencing, and the internet. From the explanation above, it can be concluded that there are various media that can be used by the teachers, but the teachers need to consider whether the media that they want to use are suitable for the learning materials and learning objectives or not.

As the impact that children at the elementary level are more active and like to play, the teacher should have good teaching techniques and use media that can encourage and engage their students in the learning process. Juhana (2014) explained that learning language will be effective if the teacher uses suitable various teaching-learning techniques such as TPR, games, objects, and the like which these techniques provide students to be more active, enthusiastic, motivated, and enjoyed while the learning process. It shows that suitable teaching and learning techniques have an important role in building a positive environment inside the classroom.

In addition, according to the findings of the research from Jazuly and Indrayani (2018), there are some teaching techniques that teacher can apply in teaching English for young learners, first 'Listen and Repeat', the teacher can use this technique in teaching listening, speaking, and reading;

'Listen and Do', both the first and second techniques, the teacher can use media such as pictures, flashcards, and any props that can support the demonstration; 'Question and Answer', the teacher can apply this technique to teaching listening and speaking, the teacher also can use songs as a media; 'Substitution', the teacher can apply this technique to teach listening, speaking, grammar, and vocabulary addition, which flashcards, flip cards, posters, and real objects (realia) can be used in these techniques; 'Draw and Color', the teachers can use this technique to make students know some words, objects, and colors, such as rabbit, carrot, orange, and green; 'See Differences', this technique trains students to observe, to find similarities and differences between two objects or images. This kind of activity trains precision and is a fun activity for students in kindergarten or elementary school. The teacher can use pictures to support this activity; 'In-pair Activities', this technique will trigger students to interact and learn to respect the opinions of others. The activities done in pairs, students practice until they are really ready to interact or ask questions about a thing.

Additionally, Scott & Ytreberg (1990) also explained some techniques that the teachers can apply in the teaching and learning process for different skills which is in the teaching listening the teachers can use some techniques such as 'Listen and do', 'Listen for information', 'Listen and color', 'Listen and repeat', and 'Listening to stories'; in teaching speaking, the teachers can use 'Dialogues and role play work'; in teaching

reading, the teachers can use ‘Reading a story from a book’, ‘Reading aloud’, and ‘Silent Reading’ as the techniques; and in teaching writing, the teachers can use some techniques such as ‘Straight copying’, ‘Matching’, ‘Delayed copying’, ‘Dictation’, and ‘Fill in exercises’.

Furthermore, Shin (2006) explains another way that can be applied to teaching young learners, such as ‘Supplement activities with visuals, realia, and movement’. The second is ‘Involve students in making visuals and realia’. When the children are involved in creating the visuals that relate to the lesson, it will help them engage in the learning process by introducing them to the context as well as relevant vocabulary items. The next is ‘Move from activity to activity’. Young learners have short attention spans, for those in aged 5-10 if the space one activity to another more quickly it is still a good idea, but do not spend more than 10 or 15 minutes for one activity because children tend to get bored easily. After that ‘Teach-in Themes’. The teachers can combine many activities, songs, and stories that build students’ knowledge and recycle language through the unit. The last is ‘Use Stories and Context Familiar to Students’, when selecting materials or themes, it is important to find ones that are suitable for the students based on their language proficiency and what is of interest to them.

As a result of those explanations, there are many techniques and media that the teachers can use to teaching English for young learners. The thing that we have to do is consider what will be our techniques and media

that can make our students more engaged in the learning process so that they can achieve the learning goals easily.

2.3. Review to Relevant Studies

There are some relevant studies that have been done previously related to this research. The research is conducted by Copland, Garton, and Burns (2013) which the finding of this study shows that there are some challenges that the teachers commonly face in teaching English to young learners such as speaking problems (in terms of teaching speaking in general and teaching pronunciation), disciplines problems (in terms of discipline problems itself, classroom management, and behavior problems), motivation, differentiation (in terms of different/mixed levels/abilities/ aptitudes, weak students, learners with problems/difficulties, meeting students' need, individual differences, and special needs), writing problems (in terms of teaching writing and spelling), grammar, and the last is class size. Additionally, it shows that teaching English to young learners was not easy thing to do, not only in Indonesia but also in another country around the world.

The next study is conducted by Listyariani, Artini, and Padmadewi (2018) with title which the findings of this study showed that the teachers have strong perceptions or strongly agree in terms of young learners have great curiosity, young learners actively construct meaning from their experiences, young learners have short attention span and easy to get bored, young learners focus on immediate here and now context, and

teaching through activities provide an enjoyable learning environment. Meanwhile, the problems that the teachers faced were an insufficient time in preparing video, unavailability of teaching media, and teaching pronunciation to their students.

Furthermore, the next study is conducted by Octaviani & Fauzan (2017), the result of this study showed that there are three perceptions related to the importance of English for young learners, such as children who learn a new language younger will get a better result, English becomes the needs that forced in facing international economic at globalization era, and parents' enthusiasm related in order to have social-economical and benefit in national context if their children learning English earlier.

2.4. Theoretical Framework

In general, this research is built on some key construct related to teaching English to young learners, which are the benefits of TEYL, media & techniques that are used in teaching English to young learners and the challenges that are faced by the teachers during the teaching and learning process of TEYL. Meanwhile, the qualitative research design is used to describes primary teachers' perceptions related to teaching English to young learners in international primary school, which international primary school and three regular primary schools in Yogyakarta are the school that the researcher consider as the place to gather the data to answer the issues above.

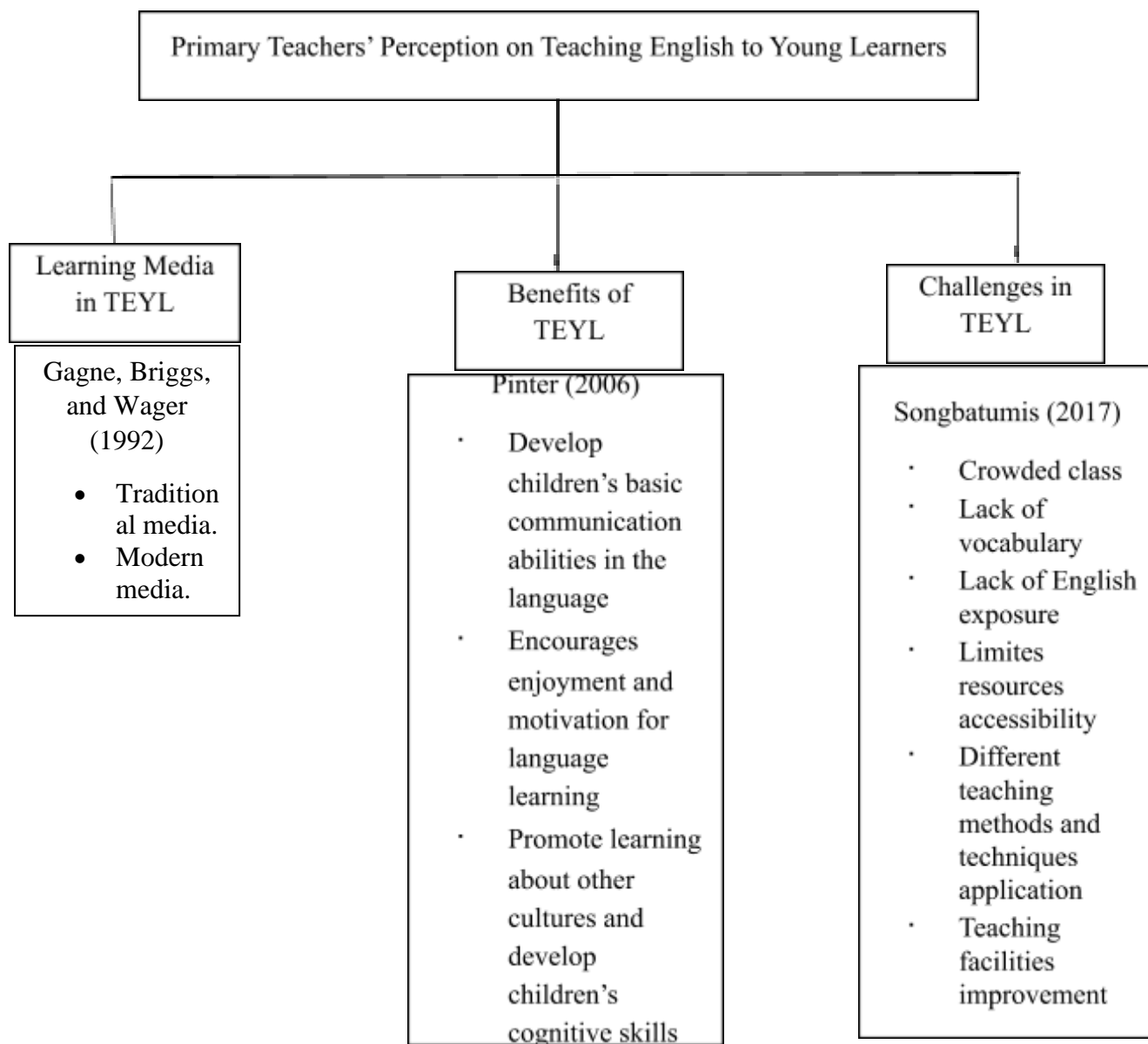
Teaching English to young learners from an early age also can be one of the ways that so that the children can acquire language more effectively. Furthermore, Pinter (2006) as cited in Jazuly & Indrayani (2018) explained that learning a foreign language can gives many benefits for the children themselves, it can brings many positive impacts for them in the future, such as the things who have already mentioned in previous section.

As the impact of the characteristics from young learners that are generally learning through hands-on experiences and manipulation objects in the environment, the teachers need to prepare and use the various kinds of media to attract and maintain their students' attention while learning. Additionally, Gagne, Briggs, and Wager (1992) as cited in Rahmi (2014) stated that the media is various elements that support the students to learn in their environment. The kinds of media can be traditional media and also can be the modern. In addition, it shows that there are various media that can be used by the teachers, but the teachers need to consider whether the media that they want to use are suitable for the learning materials and learning objectives or not.

Moreover, as the impact that children in elementary level are more active and like to play, the teacher should have good teaching techniques and use media that can encourage and engage their students in the learning process. There are some techniques that the teachers can use to teaching English to young learners for different skills as explained by Scott &

Ytreberg (1990), there are various teaching techniques that can be used by the teacher to teach specific skills which are teaching listening, teaching speaking, teaching reading, and teaching writing. As a result, there are many techniques and media that the teachers can use to teach English for young learners. The thing that we have to do is considering what will be our techniques and media that can make our students more engaged in the learning process so that they can achieve the learning goals easily.

Meanwhile, in the process of teaching English to the students in primary school, the teachers might face some challenges. Songbatumis (2017) emphasized some challenges that generally exist in teaching English such as, crowded class, lack of vocabulary, lack of English exposure, limited resources accessibility, different teaching methods, and techniques application, and teaching facilities improvement. It indicates that the teaching and learning process for young learners is not as easy as what people think, the teachers need more efforts and creativity to solve any problems or challenges that they face so that everything can be solved well.



Figures 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about the methodology of the study. It covers the research design, setting and participant, data collection, and data analysis techniques.

3.1. Research Design

The researcher employs qualitative design with using phenomenology research as the type of this research that conducted in one of the international primary school, SD T Yogyakarta and three regular primary schools in Yogyakarta which are N, K, and B primary school. Creswell (2009) explained that qualitative research is a kind of research used to investigate and grasp the phenomenon that happens in individual or groups environment. Additionally, phenomenological research is kinds of strategies that use to recognize the phenomenon described by the participant related to the essence of their experiences (Creswell, 2009). Furthermore, Rossman and Rallis (1998) in Creswell (2009) stated to conduct the qualitative research, the researcher often goes to the participant's place such as their home or office which will allow the researcher to promote a level of individual or place's detail and thoroughly involved in the real experiences of the participants because this research takes place in a natural setting. In addition, the specific concern of qualitative research is on the perspective of the participant of the study (Fraenkel, Wallen, & Hyun, 2012). Related to that, the researcher

described the primary teacher's perceptions on teaching English to young learners. The researcher chose that research design because the data was mostly from interview's answer which means that the form of data that the researcher got was in form of arguments not a numeric, so that the researcher thought that the research design that used will be suitable because it has flexibility in interpreting the data and drawing the conclusion.

3.2. Setting and Participants

The setting of the research defines where the research was taking place and the participant was person that have the main role as an information provider in gathering the data or the main subject of this study. In general, this research conducted in SD T Yogyakarta which one of the international primary schools in Yogyakarta and also three regular primary school in Yogyakarta which are N, K, and B primary school. The researcher will use purposive sampling to choose the participant, as explained by Ball (1990, p. 115) as cited in Cohen, Manion, and Marrison (2007) "in many cases purposive sampling is used in order to access 'knowledgeable people', i.e. those who have in-depth knowledge about particular issues, maybe by virtue of their professional role, power, access to networks, expertise or experience." It means that to choose our participants, it cannot pick randomly because the researcher have to consider the proficiency of the participants so that the researcher can get deep information for the data.

In addition, the participant that the researcher will choose is primary English teacher who teaches English in 2nd and 3rd grade. The reason why the researcher choose the teachers who teach in that grade because the focus of this research is on teaching English to young learners, as stated by Ersoz (2007) in Oktaviano & Fauzan (2017) that young learners is in the second group which is in 7-9 years old (1st-3rd grade). Furthermore, another criteria for the participant was the english teachers who already experienced teaching English in primary level about more than 2 years. Thus, totally there were three English teachers as the participants in this research, two English teachers from international primary school, one English teacher from regular primary school, and all of them already teaching English in primary level about 5 years. In addition, the researcher chooses SD T Yogyakarta as the setting, because that school is one of international primary school in Yogyakarta which integrating IPC (International Primary Curriculum) so the researcher think that the school will have a very good implementation of teaching English to their students. Besides teachers from international primary school, the researcher also will interview English teacher from regular primary school to see how the differences between international and regular primary teachers' perceptions, so that it also will enrich the result of the data.

3.3. Data Collection Techniques

Data collection techniques is one of the important parts in this research because in collecting the data, there is an instruments that the

researcher will use which can determine the validity of the research. Data for this research will gather from interview which function as the primary data is in-depth interview. Moreover, Rossman and Rallis (1998) in Creswell (2009) said that the actual method of data collection in qualitative research, generally based on open-ended observation, documents, and interviews, which the materials such as sound, e-mail, scrapbooks, now can be included where the data that collected involve the text data and images or picture data. In addition, the techniques used in this research include in-depth interviews as the main data collection or the primary data that will answer the research problem.

The primary instrument that the researcher will use is interview questions, which the researcher will do an interview with the participant by asking some questions that have been prepared by the researcher. The interview is exchanging information activity, related to Cohen, Manion, and Morrison (2007), they stated that interview can be controlled by the interviewer, but it is still provide space for spontaneity and emphasizing not only complete answers but also responses about complex and deep problems, so that interview become one of the powerful instrument for the researcher especially in qualitative research. Thus, the researcher thinks that by gathering data through the interview, the researcher can gaining deep information related to the research problem The instrument of the interview displays below:

Table 3.1. Interview Questions

Key Construct	Conceptual Definition	Components	Interview Questions
Teaching English to Young Learners	<p>Pinter (2006) points out a number of reasons why children can benefit from learning a foreign language. It can develop children’s basic communication abilities in the language. Communication abilities need to stimulate as early as possible. Teaching English also encourages enjoyment and motivation for language learning especially when it is in fun way. In addition, children can also promote learning about other cultures and develop children’s cognitive skills as well as developing children’s metalinguistic awareness.</p> <p>Songbatumis (2017) emphasized some challenges that generally exist in teaching English such as, crowded class, lack of vocabulary, lack of English exposure, limited resources accessibility, different teaching methods and techniques application, and teaching facilities</p>	<ol style="list-style-type: none"> 1. Develop children’s basic communication capabilities in the language 2. Encourages enjoyment and motivation for language learning 3. Promote learning about other cultures 4. develop children’s cognitive skills 5. Crowded class 6. Lack of vocabulary 7. Lack of English exposure 8. Limited resources accessibility 9. Different teaching 	<ol style="list-style-type: none"> 1. Based on your experiences, how do you develop your student’s communication capabilities? 2. How do you encourage your student’s enjoyment and motivated them in the language learning? 3. How do you as a teacher introduce another cultures to your students? 4. In your opinion, why do you think teaching English to young learners can develop children’s cognitive skills? 5. How do you handle the challenges that you face during the teaching and learning process of young learners? 6. how do you handle or manage your class when it becomes crowded situation? 7. How do you handle the problem in

improvement.

method and techniques

10. Teaching facilities improvement

lack of vocabulary and English exposure so that the students can improve their exposure to English language and vocabulary?

8. Do you think that the teaching facilities that exist in your school need many improvement?
9. How do you choose/select the methods or techniques that you want to use in teaching English to your students?

Gagne, Briggs, and Wager (1992) stated that media is various elements that support the students to learn in their environment. The kinds of media can be **traditional media such as handouts, books, newspaper, charts, magazine, slides, real objects, flashcard, videotape or film, television, and radio. It also can be the modern one such as computers, interactive video conferencing, and internet.**

11. Traditional media such as handouts, books, newspaper, charts, magazine, slides, real objects, flashcard, videotape or film, television, and radio.

12. Modern media such as computers, interactive video conferencing, and internet.

- 9 How do you integrate the various media in the teaching-learning process?
- 10 How effective do you think the use of media the learning (such as: handouts, books, newspaper, charts, magazine, slides, real objects, flashcard, videotape or film, television, radio, computers, interactive video conferencing, and internet) for teaching young learners/delivering materials?

3.4. Data Analysis Techniques

Data analysis is the next activity that the researcher must do after collecting the data because there are many varied data that gather so that the researcher needs to analyze and organize it to be several categorizations. In this research, the researcher use thematic analysis to analyze the data; thematic analysis presents structured aspects for data analysis, permits the researchers to relate the analysis of the theme with one to the whole content so that thematic analysis is regarded as the most suitable way for any research that tries to find out using interpretations, (Alhojailan & Ibrahim, 2012). Related to the analyzing process, the researcher needs to reduce irrelevant data and take the most relevant data and the most frequent data which appeared during the data reading that will represent the answer from the research question. Moreover, Creswell (2009, p. 171) stated that “The process of data analysis involves making sense of text and image data. It involves preparing the data for analysis, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.” It means that in the process of analyzing the data the researcher needs to have a deeper understanding on the data so that the researcher can represent the data and make the interpretation with the larger meaning from the data of this research. In addition, Miles & Huberman (1994)

defines some activity in doing data analysis, there are data reduction, data display, and drawing conclusion.

3.4.1. Data Reduction

The first activity that the researcher can do is reduce the irrelevant data, which selecting, focusing, simplifying, abstracting, and transforming the data that come up in the notes or transcription refers to the process of data reduction, (Miles & Huberman, 1994). Related to this research, the researcher will gain a lot of the data from the sources which is interview. The researcher believes not all data that is gathered are relevant, so that the researcher need to reviewing and refining the data. In addition, to conduct data reduction in this research, the researcher will use some codes as a sign for the categorization of the theme that obtains from the construct of the theories.

3.4.2. Data Display

The next stage is data display, Miles & Huberman (1994) explained that organizing, compressing assembly of information that permits conclusion drawing and action called as display, which is displaying the data, the researcher can use many types of graphs, charts, matrices, and networks. It means that the researcher can use some way of displaying the data through the types mentioned before so that the data will be easier to understanding by the reader. Moreover, in this research, the researcher decides to display the data through description explanation, and tables that will also be involved.

3.4.3. Drawing Conclusion

The last stage of data analysis is drawing conclusions. Miles & Huberman (1994) said that “conclusion is verified as an analyst proceed.” Related to this researcher, after collecting the data the researcher will do the following step such as reducing the data, displaying data with descriptive form, and the last is drawing the conclusion from the findings, which is the findings of this research will also be supported by the data that gathered from the participant. The researcher will describe the phenomenon that was being questioned before and relate it with the data that was gathered in the part of the discussion, so that in the last part of this chapter the researcher can conclude all the process to be the conclusion.

3.5. Trustworthiness

Trustworthiness in qualitative research can be addressed as a part of validity and reliability of the findings from the research itself. Related to this research, the researcher use some point to ensure the trustworthiness which are, credibility, transferability, and confirmability.

3.5.1. Credibility

One of the criteria of the finding from the research is validity. Credibility referred to internal validity which indicates the congruence between the findings and the reality. Holloway & Wheeler (2002) and Macnee & McCabe (2008) in Anney (2015) defined credibility as the truth of the research finding that can be placed as the confidence. Credibility

defines whether the research findings indicate the valid interpretation of the participants' original sights and coherent information drawn from the participant original data (Graneheim & Lundman, 2004; Lincoln & Guba, 1985) cited from Anney (2015). In addition, from the explanation above it can be seen that the research findings should be coherence both on the data in reality and our interpretation.

3.5.2. Transferability

Transferability referred to external validity in qualitative research which related to which extend the finding of the research can be applied in other situations. As cited in Anney (2015), transferability refers to the level to which the findings of qualitative research can be transferred to another context with another respondent which interpreted equivalently from the generalization (Bitsch, 2005, Tobin & Begley, 2004). It means that the findings of the research can be applicable in many contexts, which related to this research it can be applied for the English teachers and the learners itself. Moreover, the finding of the research can also relate to other contexts and it can be with a similar context with the various aspects related to this research so that it can be used as some references for extended research.

3.5.3. Confirmability

Confirmability in qualitative research referred to objectivity, it means that the findings of this research is not only based on the preference of the researcher but also from the participant's experiences and ideas. In

addition, Baxter & Eyles (1997) in Anney (2015) explained that confirmability points out the level to which the findings of an investigation could be confirmed by other researchers. Moreover, confirmability is concerned with establishing that the data and interpretation of the findings are not just the researcher's imagination but obviously gained through the data, (Tobin & Begley, 2004 in Anney, 2015). Related to this research, the lecturer as the supervisor will be involved to checking whether the result of this research is objective or not to ensure the confirmability.

CHAPTER IV

FINDINGS AD DISCUSSION

This chapter consist of findings and discussion based on interview with two English teachers from international primary school (T1 and T2) and one teacher from regular primary school (T3) who participated in this research. Thus, the discussion highlights the interpretation of the interview results.

4.1. Findings

This section explains the main findings of the research about teachers' perceptions on teaching English to young learners in primary school in Yogyakarta. Moreover, the researcher not only do the interview from two English teachers who teach English in international primary school, but also one English teacher who teach English in three regular primary schools in Yogyakarta, to see the perspective from both of school teachers.

In addition, based on the interview, those three participants in this research have a more perspective on the challenges (CLS) in teaching English to young learners, with the most trending challenges is on different teaching methods and techniques (DTMT), and followed by teaching facilities improvement (TFI), crowded class (CCS), and lacking of vocabulary and English exposure (LVEX). Since the children have different background knowledge, different language proficiency, and different characteristics, the teacher need to think and prepare what kind of teaching techniques and methods that they have to use in the classroom, so that those differences can be covered in a balanced way. This also which make the teachers think that things as the most difficult challenges because

they have to prepare many teaching techniques and methods in one meeting, and able to change the techniques and methods that they use in the same time if it does not run effectively at the same time.

Furthermore, based on the interview, the perspective from the teachers related to the learning media (LMD, the learning media that the teachers mostly use is traditional media (TMD) such as flashcard, pictures, real object, and slides, also they rarely use modern media (MMD) such as iPad, computer, and internet. In addition, the teachers also voiced their perspective related to the benefit of teaching English to young learners, which are encouraging learners' enjoyment and motivation (ELEM), developing basic communication capabilities (DBCC), promoting learning another culture (PLAC), and developing children's' cognitive skill (DCCS). The teachers had various perspective related to those themes, there were similar and different perspective that they explained, which will be explained further in the discussion section.

4.1.1. Thematizing and Coding

In this section, the researcher classified the result of the data into several categories. The categorizations which revealed and confirmed were present the prefigured of the themes, and broken down into specific sub-themes in practical. Additionally, the themes and sub-themes in this research developed from the answer of the participants related to their perceptions on teaching English to young learners. The table below shows that the most trending themes is on challenges in teaching English to young learners, which the highest trending is the

challenges on different teaching methods and techniques, and followed by various learning media theme, which the media that frequently use is traditional media.

Table 4.1. Coding and Thematizing

Construct	Theme	Sub-Theme	Code	Total Trend	
Teaching English to Young Learners	Developing Basic Communication Skill	-	TEYL/DBCS	10	
	Encouraging Learners' Enjoyment and Motivation	-	TEYL/ELEM	11	
	Promoting Learning Another Cultures	-	TEYL/PLAC	10	
	Develop Childrens' Cognitive Skill Challenges		-	TEYL/DCCS	6
			Crowded Class	TEYL/CLS/CCS	13
			Lack of Vocabulary and English Exposure	TEYL/CLS/LVEX	15
			Teaching Facilities Improvement	TEYL/CLS/TFI	20
			Different Teaching Methods and Techniques	TEYL/CLS/DTMT	52
			Various Learning Media		Traditional Media
	Modern Media	TEYL/LMD/MMD			1

4.2. Discussion

4.2.1. Challenges in Teaching English to Young Learners

The reality of teaching English to young learners does not always run smoothly, there are many challenges that the teachers might face during the process. The challenges itself might come from the students, the school, or the teachers itself, those can bring different impacts for the teaching and learning process. As mentioned by T1, he said that in general the challenges that he ever face was how to select different method at the same time, because he needed to know how to deliver the materials to the students who have different level of language proficiency. Moreover, T2 explained that the challenge that she feels is on how to overcome the activity in the classroom, so that the students who have high level proficiency can their friends who still in low level of language proficiency. Additionally, T3 said that from the three schools that taught by her, the challenge that she face was how to explain the materials to the students, so that they can understand it.

“The challenge is, emm I think the challenge is **how to select different methods at the same time**” (Interview/TEYL/CLS/T1-70)

“..... So, the challenge is more about, **how do you overcome it, finally one of the chosen activities**, ee where the one who mastering one can help the struggling one.....” (InterviewTEYL//CLS/T2-67)

“..... actually the challenge from the three is how to (chicken's sound) **explain to them, how do they understand the one material like that**” (Interview/TEYL/CLS/T3-127)

As a result, it can be concluded that in general the challenges that the teacher might face were how to selected the different method in the same time, how to overcome the activity in the classroom, and how to explaining the

materials to the students so that all students with different language proficiency can understand the materials.

In addition, Songbatumis (2017) emphasized some challenges that exist in teaching English are crowded class, lack of vocabulary, lack of English exposure, limited resources accessibility, different teaching methods, and techniques application, and teaching facilities improvement. In this case, the teachers also have their perceptions related to those challenges, and how perceived those challenges can effecting the process of teaching English to young learners.

4.2.1.1. Different Teaching Methods and Techniques

In terms of teaching techniques, the participants in this research had various perceptions related to this issue, especially as known that in English there were four specific skills, which also can be taught by various techniques. In addition, since the children have different background knowledge, different language proficiency, and different characteristics, the teacher need to think and prepare what kind of teaching techniques and methods that they have to use in the classroom, so that those differences can be covered in a good way. This also who make the teachers think that things as the most difficult challenges because they had to prepare many teaching techniques and methods in one meeting, and able to change the techniques and methods that they use in the same time if it did not run effectively at the same time. The overall findings indicate that all participants in this research also mentioned that it is one of challenge that they might face every day, and often, they felt difficult to choose which techniques they wanted to use,

and what techniques they needed to prepare as a backup when the techniques that already prepared did not run smoothly.

“Yeah, so the first ee is a bit difficult, **the way we actually understand how this child is** (laugh), then **we adjust what type of methods are**. Eee, **if this one does not suit, then what else** (laughs), **well that's a challenge, every day.**” (Interview/TEYL/CLS/DTMT/T1-143)

“Emm, for the strategy, **it is not a difficulty to choose, but more have to have a backup**. When already, maybe can choose a technique, when you already choose a technique A, for example, because an impossible situation, it can suddenly changes” (Interview/TEYL/CLS/DTMT/T2-120)

“Yes, **I have, often.** (laughing).” (Interview/TEYL/CLS/DTMT/T3-227)

Furthermore, as known that there were four skills in English which are listening, speaking, reading, and writing, where every skills their own techniques that the teachers can use to teach those skills. Additionally, Scott & Ytreberg (1990) mentioned that there were various techniques that the teachers can use to teach those specific skills, which all techniques already mentioned in the chapter II. Thus, according to the result of the interview, shows that all participants use the techniques as mentioned below:

Table 4.2. Various Techniques Used by the Participants

	T1	T2	T3
Teaching	1. Interpreting Song	1. Listening to The Audio	1. Listening to The Video
Listening	2. Listening to Story	2. Listen and Repeat	2. Listening to The Songs
		3. Listen for Specific Information	
		4. Listen and Fill in The Blanks	
		5. Listen to Very Short Conversation	

Teaching Speaking	1. Presentation 2. Role Play	1. Presentation 2. Role Play	1. Mentioning Vocabulary 2. Dialogue 3. Role Play
Teaching Reading	1. Reading News 2. Reading Description about Place or Object	1. Reading a Story 2. Reading Aloud	1. Reading Vocabulary 2. Reading Story from Book 3. Reading Aloud
Teaching Writing	Fill in The Blanks	1. Write a Postcard 2. Matching 3. Re-writing 4. Fill in The Blanks	1. Fill in The Blanks 2. Straight Copying 3. Dictating Words 4. Matching

According to the table above, shows that every participant had their own techniques that they use to teaching English to young learners in the classroom. T1 explained that according to his experience, the effective method that he ever used was direct method, because he thought this method was easy to adapt. Moreover, he also used some different techniques to teach his students, such as interpreting song and listening to story for teaching listening, presentation and doing role play for teaching speaking, reading news and description about place or object for teaching reading, and fill in the blanks for teaching writing.

“in speaking, for example, it must be straight from **the presentation.....**”
(Interview/TEYL/CLS/DTMT/T1-99)

“..... When listening, I usually **give interpreting songs**, so **we fill in the blanks about a song that is familiar at that time**, which is trending, which is loved by the children, then after **we match** what the contents are, **the words that were missing.....**” (Interview/TEYL/CLS/DTMT/T1-101)

“Yes, **news and description, place or object** like that”
(Interview/TEYL/CLS/DTMT/T1-105)

Furthermore, according to T2, because of both T1 and T2 work at the same school, she also mentioned that the effective methods that she ever used was direct method. In addition, she also mentioned some techniques that she used to teaching four specific skills in English, such as, listening to the audio, listening for specific information, listen and repeat, listen and fill in the blanks, and listen to the short conversation for teaching listening, presentation and doing role play for teaching speaking, reading a story and reading aloud for teaching reading, then writing a postcard, matching, fill in the blanks, and re-writing for teaching writing.

“..... In ee listening, in listening I usually **keep using audio** for what ee, ee **get ee sources, let say it is valid**. Because sometimes if I pronounced it, they get easily.....” (Interview/TEYL/CLS/DTMT/T2-132)

“Ever use **reading the story**” (Interview/TEYL/CLS/DTMT/T2-152)

“Yes it can be, we have the workbook, so in the workbook, there are some tasks like that, **matching has also been done**, or **crossword**, for writing” (Interview/TEYL/CLS/DTMT/T2-164)

Additionally, from T3, she also mentioned some various techniques that she used to teaching English to young learners, specifically for four skills in English, which are listening to the video and listening to the song for teaching listening, memorizing then mentioning vocabulary, doing dialogue, and doing role play for teaching speaking, reading vocabulary, reading story from book, and reading aloud for teaching reading, then fill in the blanks, straight copying, dictating words, and matching for teaching writing.

“Yes, for listening, **usually it is from the video**”
(Interview/TEYL/CLS/DTMT/T3-236)

“..... they **mentioning vocabulary that they have memorized.....**”
(Interview/ CLS/DTMT/T3-243)

“**Reading aloud**, yes, often” (Interview/TEYL/CLS/DTMT/T3-252)

“Yes copying, **more to copying**” (Interview/TEYL/CLS/DTMT/T3-259)

Finally, to sum up this section, the researcher can conclude that in both international and regular primary school, the teachers thought that this issue was the one of difficult challenge that the teacher might face during the teaching and learning process. Additionally, the teachers also can use various teaching methods and techniques to teaching English to young learners, as long as it was suitable for the grade of the students, made students easier to understand the material that taught by the teachers, and also made them enjoy with the learning environment in the classroom.

4.2.1.2. Teaching Facilities Improvement

Related to this challenge, the type of school becomes the thing that make the teachers' perceptions are different. Since the first school is the one of international primary school in Yogyakarta who integrating IPC (International Primary Curriculum) in the teaching and learning process, this school must have well facilities that can facilitated their students to learn from many resources. Hence, as the regular primary school which managed by the government, this type of school have to wait the facilities distribution from them, and wait Dana BOS (*Bantuan Operasional Sekolah*) given by the government to maintenance school and infrastructure facilities, and provide learning tools for the school. That is why to have well facilities in the regular primary school, it need more time to wait, and to improve.

According to the explanation above, T1 and T2 as the English teachers in the first school, they had positive perceptions related to the teaching facilities improvement issue, which the school have well school facilities, so that they did not think this issue as a challenge because the school already provide good facilities. In addition, both participant mentioned that the school have reading corner in every class, libraries with many types of book in bilingual language, Bahasa, or full English, and computer laboratory, which both the teachers and the students can access internet and use the iPad.

“Oh yes, emm yes children **can use books in the library**, because the library is the heart of the school, everyone said like that (laughs), then there are **internet facilities**, children can use **the iPad** to find the information needed to arrange their assignments. There are **also pictures, videos, slides**, like that” (Interview/TEYL/CLS/TFI/T1-90)

“Eee the children have many choices **ee facilities from school is enough.**” (Interview/TEYL/CLS/TFI/T1-91)

“**Learning resource is actually facilitated.** We, first there are **libraries, with books that are quite accessible.** Then, there is also the code, when it is bilingual, when it is full in English, when it is in Indonesian, and that grade is divided. Eee, they can go to the library, then **the second one is ee ICT, ICT emm computer lab**” (Interview/TEYL/CLS/TFI/T2-109)

Even though the school already provide good facilities, the teachers thought that there is still need improvement in some points. Based on T1, he said that teaching facilities that need to be improved is learning media references that must be update. Moreover, T2 explained that the school have to provide audio room, so that the students can listen the audio clearly in listening section.

“Oo, maybe those other **learning media references that should always needed to be update** like that.” (Interview/TEYL/CLS/TFI/T1-93)

“I think, if for English language learning I want **have like an audio room, like multimedia, or what is soundproof like that**. So, when they are listening, even though in the congregation (laugh)”
(Interview/TEYL/CLS/TFI/T2-113)

Furthermore, from the regular primary school perception, T3 explained that the school have some teaching facilities such as libraries, reading corner and some learning books that the school got from the funds of school operational assistance, also subject books and dictionaries that bought by the teachers themselves, and provide by the school. Additionally, because of the facilities that provided by the school still inadequate, T3 said that this thing became an obstacle that she faced during the teaching and learning process, because inadequate facilities could not maximally support her to teaching English to her students.

“Yes, **very inadequate**.” (Interview/TEYL/CLS/TFI/T3-207)

“**Being an obstacle**, you know, **it doesn't help at all**. It is different when there is a poster in the class, or there is a dictionary when they have free time, or when they break, they often read with their friends. For example, you have already learned about fruit, well they both repeat by themselves without we asked to, that is. With looking at the poster”
(Interview/TEYL/CLS/TFI/T3-221)

Moreover, T3 also explained that the teaching facilities that need to be improved by the schools were books that can support the students to learning English, dictionaries, students' chair, and other learning media like posters.

“Yes. It certainly has, **first facilities is books, dictionaries, books that support learning English, especially**. Then, for example, **facilities like ee chairs, then other media like posters, it also needed. If the other facilities are on already fulfilled by BOS**. For learning, especially English, because English is an extra subject, so ee is not given much attention”
(Interview/TEYL/CLS/TFI/T3-211)

As a result, according to the explanation above, the researcher can conclude that both perceptions from international primary school and regular primary school shows that both of them still need teaching facilities improvement, which regular primary school is the one that highly need many improvement. Thus, it shows that teaching a language needs equipment support, especially for those in the environment with limited English exposure (Songbatumis, 2017), so that Songbatumis (2017) mentioned that if English teaching was not backed up by the teaching tools, its objectives will be not achieve. Consequently, teaching facilities plays important role in the process of teaching and learning English, because it can brings better environment inside and outside the classroom.

4.2.1.3. Lacking of Vocabulary and English Exposure Challenge

Another challenge that the teacher might face during the process of teaching English to young learners was the condition of the students who were lack of vocabulary and English exposure. Furthermore, the participants had their perceptions about the reason that might cause this challenge. T1 explained that this challenge might happen because there was no habituation of English in the students' daily live, they rarely used English so that it was hard for them to used English. Moreover, T2 mentioned that it might happen because there was something behind the condition of the students themselves, it might happen because the children who did not have desire to learn, and were not well facilitated when learning in their home. In addition, T3 added a point which explain this challenge might happen because the children never exposed by English since they were a kid, so that they do not basic knowledge of it.

“Yes, so ee **really need to know beforehand**, if the language is also a habit, so **if the kids don't use it often as a habit it's really difficult**”
(Interview/TEYL/CLS/LVEX/T1-84)

“..... if you look deeper, I think, whether **because of the child themselves or there is no desire to learn but is not facilitated**, when, let say at home. Even at school, um, **what's become the problem**, so **take a look more ee behind, behind the screen, why is that happen**”
(Interview/TEYL/CLS/LVEX/T2-90)

“Ooo, for those which still lacking, it's usually because of, **because they are from the kids, they never get it, like never heard, never read, or never knew at all**” (Interview/CLS/LVEX/T3-186)

Consequently, because of there is a students who still have inadequate vocabulary and English exposure, the participants thought it also can be a challenge that the teachers might face during the process of teaching English to young learners, because they needed to know the treatments to handling this challenge, needed to prepare many plans in one meeting, needed to divide up more energy, and needed to manage different type of the children.

“Yes, eee in general, **every teacher will feel that it is a challenge every day**, like that (laugh)” (Interview/TEYL/CLS/LVEX/T1-86)

“Yes, **first, because you have to divide up the energy**, secondly you have to emm like, **you have to switch it**”
(Interview/TEYL/CLS/LVEX/T2-104)

“Yeah, **so it's a challenge too**, because **you need to take care of one child with another that can not be the same**”
(Interview/TEYL/CLS/LVEX/T3-202)

According to the challenge above, the teachers need to know how to handle that challenge. The participants explained their perceptions related to some treatments that they usually did to overcome students who still lacking in terms of vocabulary and English exposure. T1 explained that both students who still lack or advance, they had a chance to use English even still mix it with Bahasa, then he

used direct method in which the students directly used it from what they heard, so that they internalized it by themselves. Additionally, T2 mentioned that to overcome this challenge, she needed to make various worksheets, and give extra homework for those students who still lacked in vocabulary and English exposure. Moreover, T3 said that to overcome this challenge, she gave a chance to the students who still need improvement to have a private lesson with her in the classroom or give them some pictures.

“Yes, **mix first**, then later it will be like the direct method. So, **children use English directly from what they heard, later they will be familiar, internalizing it by themselves.**” (Interview/TEYL/CLS/LVEX/T1-89)

“**Extra homework**, there are not many extra homeworks, only one, one what is called, one letter. But that **was more according to the things that need be overcome like that**” (Interview/TEYL/CLS/LVEX/T2-97)

“Private, **private learning**. You are asked the students to sit at the teacher's desk, then ask one by one, "what is the material about?", "What is the English language from this?", like that, or we give the pictures” (Interview/TEYL/CLS/LVEX/T3-197)

As a result, according to the explanation above, the researcher can conclude that there were some factor that can cause this challenge, both the perceptions from international and regular primary school mentioned that the lack of vocabulary and English exposure from the students can be the challenge that might face by the teacher during the process of teaching English young learners. It might happen because in English as a foreign language context, the students was restricted by their knowledge of vocabulary and grammar of the target language, and had to fight to understand the content (Chung, 2016 in Songbatumis, 2017). Moreover, the students might have less opportunity to use English when the English exposure was inadequate (Songbatumis, 2017). Thus, the teachers need to

know and prepare the treatments to overcome this challenge, so that the teaching and learning process can run well, and all students can get good knowledge.

4.2.1.4. Crowded Class

T1 & T2 teach in the same school, at a different grade and have different perceptions on the class challenges, which T2 teaches English in lower grade (grade II). As the lower grade students in the age around 6-7 years old, they have very short attention & concentration span, have difficulty in knowing what is fact and what is fiction, often happy playing & working alone but in the company of others, and really love to play, (Scott & Ytreberg, 1990). That is why T2 found that her class is almost in a crowded condition, it became a challenge, because the condition inside the classroom did not conducive, it was too noisy and it was hard for her to deliver the materials because her voice can be heard by other students in the classroom. Additionally, the things that T2 did when the class became crowded was being silent first to make the students realize it by themselves, but if it does not work, she will split the seating arrangement, and pull out the students who make a noise.

“..... or, when **they are already intolerable**, I usually give them time, I ask, I **split their seats**” (Interview/TEYL/CCS/T2-79)

“When that still doesn't work, there's another situation, I will **pull him out from ee let say cir, the circumstances**” (Interview/TEYL/CLS/CCS/T2-80)

“Yes, of course, **it becomes a challenge**. Because emm it does not conducive, right? When it is noisy, **the educator's voice can not be heard**, then other friends who are ready eee, **become annoyed**. Eee, especially if you want, what, **want to deliver the material**” (Interview/TEYL/CLS/CCS/T2-107)

In addition, T3 had similar perception with T2, not only because of the characteristics of the students, but also because of the background of the students themselves, which she was teaching English in the three different regular primary schools. Related to these challenges, T3 implemented a punishment system to the students who cannot be managed, the form of punishment itself where the students have to write and read the material in front of the class. T3 also explained that this point became the challenge to her because the class condition does not support her to teach her students.

“For **the punishment**, I am more concerned, is this, **they write or read the material in front of the class**, the material written on the board at that day, usually like that” (Interview/TEYL/CLS/CCS/T3-168)

“Yes, ee. **That is really a challenge**, because when we enter the classroom, the class situation doesn't support it, oh my God, **we really need to think twice how to teach them**, that's it.”
(Interview/TEYL/CLS/CCS/T3-201)

As a result, from the explanation above, the researcher can conclude that the characteristics and the background of the students are the factors that can cause this challenge, both in international and regular primary school, the teacher might face the crowded class challenges in the process of teaching English to young learners.

4.2.2. Various Learning Media

There were many kinds of learning media that can be used by the teachers, because of that the participants have various perspectives related to these issues, but all of them argued that the use of learning media had important roles in language teaching and the learning process. Moreover, since the children's understanding comes from what they see and hear, and the chance to touch and

interact with, not comes from the explanation (Harmer, 2007) and have difficulty in knowing what is fact and what is fiction (Scott & Ytreberg, 1990), the teachers need to use various learning media that can give students real experience from what they learnt, so that they can get the real concept from the materials that taught by the teachers. In addition, Rahmi (2014) emphasized the reason why the teachers need to use media in the teaching and learning process. The reasons are because the lack of learners' experiences can be solved by the use of media, media involves direct interaction between the students and their environment, media represent the concrete, and the real concept of teaching, and the use of media also can raise students' motivation.

Furthermore, all participants in this research also had positive perceptions related to the use of learning media in the teaching and learning process. T1 explained that the use of learning media was effective to deliver the materials as long as it was adapted to the students, the use of learning media also can stimulated children's five sense, and stimulated them to do direct practice, but in using learning media, the teachers needed to consider the situation, not every situation needed to use various kind of media, sometimes one or two learning media was enough. Moreover, T2 had the same perspective, in which learning media played a very important role, it could give the students clear ideas and clear descriptions, but again the effectiveness of using media was not on how much media that the teachers use, it was more on the right target and the right timing. Additionally, T3 mentioned that using learning media was more effective than

only teaching using explanation. Thus, all perspective show positive perceptions on the use of learning media.

“Yes actually the presence of the media as I said before, **presents the reality so that the children's five senses can be more stimulated in absorbing one knowledge.** It is great when the media **can stimulate children to practice directly so that what they understand, they have the opportunity to practice it,** like that” (Interview/TEYL/LMD/T1-123)

“Erm, **learning media plays a very important role.** So, in my opinion it is **very effective, it help children, emm to get the clear ideas, get the clear description.**” (Interview/TEYL/LMD/ T2-178)

“Ee, how effective it is might be difficult to say, but **it is more effective than teaching only by an explanation**” (Interview/TEYL/LMD/ T3-280)

Thus, the researcher can conclude that both perceptions from teachers in international and regular primary school shows that the use of learning media gives positive impact for teaching English to young learners, which it can help the teachers to deliver the materials, gives the students clear ideas and description, and gives the students chance to have direct practice in the classroom.

Meanwhile, there are various media that the teachers can use to support the teaching and learning process in the classroom, which the kinds of media can be traditional media such as handouts, books, newspapers, charts, magazines, slides, real objects, flashcards, videotape or film, television, and radio. It also can be the modern one such as computers, interactive video conferencing, and the internet (Gagne, Briggs, and Wager, 1992 in Rahmi 2014). In short, related to those explanations, the result of the interview shows that all participants in this research mostly used traditional media to teach English to their students, such as books, audio, pictures, flashcards, real objects, videos, recording, workbook, students' book, and PowerPoint presentation. Hence, the participants also used

modern media even not as much as traditional media such as the internet, YouTube, and Ipad.

As mentioned by T1, he reported using some modern learning media such as internet, YouTube, and iPad, but he mostly used traditional learning media to teaching English in the classroom such as books, flashcards, films, recording, real object, and pictures.

“Oh yeah, for the media that's the **most frequently use is book**”
(Interview/TEYL/LMD/TMD/T1-109)

“then after that, **the internet**. So, books and the internet that we use most often, whether it's from **YouTube**, whether it's from the ip, **using iPad**”
(Interview/TEYL/LMD/MMD/T1-109)

“Then, once I ever give them **flashcards**, once I give ee other activities like that. So, it is not solely for the deliver the material, so it just for supporting”
(Interview/TEYL/LMD/TMD/T1-111)

Similarly, T2 mentioned that the learning media that is mostly used by her is traditional learning media, which are PowerPoint presentation, audio, flashcards, workbook, students' book, real objects, and video.

“For media, I use presentation, ee **PPT, audio, emm games using flashcard**” (Interview/TEYL/LMD/TMD/T2-168)

“Eee, for the book that is used, **is the workbook, we have a workbook**, every child has a workbook like that” (Interview/TEYL/LMD/TMD/T2-170)

“**Real object**, emm wait, real object, which not all that time, just a few like passports, for example, I can show them a passport, if at the airport, for clothes, they might bring by themselves.”
(Interview/TEYL/LMD/TMD/T2-172)

Moreover, according to T3, she also mentioned that the learning media that mostly used by her is traditional learning media, which are books, pictures, videos, and realia.

“For the media that usually use are **books, videos, then pictures, then the ball**, if we want to memorize what it's called, vocabulary, or guess it, we play a role play, it's a ball, if not, usually can use **colored pencil**”
(Interview/LMD/TMD/T3-267)

“**Flashcard** yes, he'ee ever. Flashcard, yes”
(Interview/TEYL/LMD/TMD/T3-270)

“For **the most effective media is pictures**”
(Interview/TEYL/LMD/TMD/T3-294)

As a result, to sum up those explanation above, the researcher can conclude that the role of learning media is very important in the learning and teaching process of teaching English to young learners, which by using learning media the students can easily get the clear ideas, and get the clear description of the materials that taught by the teachers. The students also have a chance to do direct practice and feel concrete situation in the classroom. In addition, the teachers also can use various kind of learning media, it can be traditional learning media or modern learning media, but the teachers need to consider the learning target, and time when they want to choose which media that they want to used, which it needs to suitable with the learning objectives of the materials, and the grade of the students.

4.2.3. Encouraging Learners' Enjoyment and Motivation

Enjoyment and motivation are the aspects that important in the teaching and learning process, specially teaching English to young learners. As mentioned by Pinter (2006) in Jazuly & Indrayani (2018) that teaching English to young learners can encourage motivation and enjoyment in language learning especially when it is in a fun way. Related to that theory, the result of the interview shows

that the teachers had the same perspectives, which they mentioned that teaching English to young learners can encourage learners' enjoyment and motivation if the teachers can make them feeling in like with the language. The approach from the teacher, the interesting method, and various activities in the teaching and learning process can also be one of the most important aspects that can encourage learners' enjoyment and motivation.

“Even the material is not interesting but the discussion is, **the approach will be good**, the children can, **can be stimulated to be active**” (Interview/TEYL/ELEM/ T1-26)

“So, in my opinion, the **key is actually on the activity**, it **will raising motivation**. So, what kind of activity that ee **will determine their motivation**” (Interview/TEYL/ELEM/T2-25)

“Yes, it **can certainly encourage them to enjoy learning English**, if the **method used to teach is interesting**” (Interview/TEYL/ELEM/ T3-73)

In conclusion, if the teachers want to encourage the learners' enjoyment and motivation, first they have to make the students like the language itself, because if they already like the language, everything that we deliver will be easily understood by the students. Then, the teachers have to think about the approach, how to prepare the interesting teaching method, and various activities, so that the teachers can encourage learners' enjoyment and motivation in the teaching and learning process. In correlation with that, Spada & Lightbown (2013) stated that when the classrooms are places that the students like because the topics were amusing and suitable to their level of capability and age, the learning objective was clear and challenging yet organisable, and the situation was supportive, the teachers can give a positive contribution to students' motivation to learn.

Consequently, it shows that the teachers have a big role in making a pleasant atmosphere that can encourage students' enjoyment and motivation.

4.2.4. Developing Basic Communication Capabilities

According to the interview with the three participants in this research, the result shows that teaching English to young learners can develop their basic communication capabilities. The reason was because at the age of young learners it was the golden age that the teachers can use to build a foundation that the children can use as the asset in the future, especially in English to build their communication skill, so that the children were able to communicate or express their thoughts, and their feelings. The teachers perceived that the children are not only able to use English for communication with other people around them, but also will be able to use English to socialize with citizens around the world.

“.... by teaching English to children the hope is that the children can master the language and can communicate it, **can socialize with all citizens around the world, so they can see wherever they want to develop themselves, communicate with everyone, and various kinds of communities in the world.**” (Interview/TEYL/DBCC/T1-10)

“..... Well, in those times when we **can provide ee foundation with good English, it will become ee foundation, it will become ee asset, an asset for them in the future,** can be used, can communicate using foreign languages other than bahasa.”(Interview/TEYL/DBCC/T2-14)

Those perspectives from three different teachers explained how the impact of teaching English to young learners can develop children's basic communication capabilities, and it is related to the explanation from Pinter (2006) in Jazuly & Indrayani (2018) who said that learning a foreign language can develop children's basic communication capabilities in the language which needs to be stimulated as early as possible. It is also because at the school years, the children expand the

capability to use language to comprehend others and to express their own meaning (Spada & Lightbown, 2013). Because of that, it can be concluded that children's basic communication capabilities can be developed if they start since at the young age, and as early as possible, which can give many benefits for the children, especially in communication skills.

4.2.5. Promoting Learning Another Culture

Language learning has a positive relation to learning another culture, according to Pinter (2006:102) in Jazuly & Indrayani (2018) mentioned that teaching English to young learners can promote children to learn another culture. The interview result shows that teacher 2 (T2) and teacher 3 (T3) have similar perspectives related to it. T2 explained that when we learn a foreign language we also automatically will learn the culture from the language itself, because there is a boundary that represents the cultural differences. In addition, T3 explained that learning foreign language can motivate students to learn another culture, because there is always any question related to the culture in the language learning process, so that is why it can motivate them. On the other hand, teacher 1 (T1) had his own perspective in which learning another culture depends on the content of the English material from each school.

“mastering English with ee culture learning , **I think it depends on the English content, from each school**” (Interview/TEYL/PLAC/ T1-47)

“Emm, yes, **it's like automatic actually. When we learn a foreign language, I think that automatically we will learn the culture**” (Interview/TEYL/PLAC/ T2-31)

“Yes, **can motivate them**” (Interview/TEYL/PLAC/ T3-114)

Those perspectives explained how the relation of teaching English to young learners and learning another culture, the culture was a part of language and language was a part of a culture, both are connected and cannot be separated one another (Brown, 2000), so that the researcher can conclude that it can promote the students to learn another culture because it will automatically relate each other even every school have their own content of English materials.

4.2.6. Developing Children's Cognitive Skill

Learning foreign language has positive relation with the development of children's cognitive skill, as mentioned by Pinter (2006) in Jazuly & Indrayani (2018) that another benefit from teaching English to young learners is improving children's cognitive skills as well as improving children's metalinguistic awareness. In addition, according to the result of the interview, the three English teachers who participated this research have positive perceptions about this theme. As known that metalinguistic awareness is an ability to think structure and language objectively, in relation with it, T1 mentioned that the cognitive development from language side was about how the students can understand the meaning of the words, and the rules of the language. Furthermore, T2 explained that as long as the literacy, the ability to capture a message, and the material is good, it will automatically pull to the cognition, so when the students are able to understand some materials, the cognitive skill will be formed. Moreover, T3 explained that cognitive skill happen when there is a transformation in the children's brain, when there is input especially English input, the cognitive skill will be developed. Since the students are able to answer, to speak, to understand

the input that is given by the teacher, there will be cognitive skill changes and improvement.

“Eee cognition improvement, in terms of language that I deliver to the children. So, there is a variation of cognitive development, in the language side, I think **as long as the students can answer, e understanding the meaning of the words. Then, the rules of language like that.**”
(Interview/TEYL/DCCS/ T1-63)

“..... When they can, **when the literacy is good, when the ability to ee capture one let's say one message is good, the material is good.** So, in my opinion, then **it will immediately pull to the cognition like that.** So, emm cognition is not just the achievement of numbers, well, **I think it's more about how they understand something, emm understands some materials or whatever, yes that's the cognition will be formed there**” (Interview/TEYL/DCCS/ T2-42)

“Eee yes, it of course it can. Because of that cognitive ability, **the transformation happens in the brains of the children,** so yes, **as long as there is an input,** for example, English input, **it can certainly develop their cognitive abilities. It can be proven by the way they speak, or they can understand,** but when we provide language input, for example, "good morning", they can then answer, well it happens, ee cognitive changes, or improve their cognitive skill

.....” (Interview/TEYL/DCCS/ T3-124)

In conclusion, the cognitive skills of the children were able to be expanded by asking questions and trying to create a sense of the experience they had (Fitrawati, 2013). In addition Fitrawati (2013) also mentioned that the teachers should try to give opportunities to the learners to use and determine the language and present how the new language can be remembered. In relation to that, those perceptions from the teachers show that teaching English to young learners can develop children's cognitive skills as long as there is an input that we give, as long as the literacy, the ability to capture a message, and the material is good. It also can be proven by the way they speak, the way they understand the meaning of the words, and the rules of the language itself.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter describes the summary of the research based on the findings and the discussion. It is also followed with the recommendation for future research especially about teaching English to young learners.

5.1. Conclusion

The conclusion in this research is based on the research findings and discussion on primary teachers' perceptions in teaching English to young learners from two different types of school in Yogyakarta which are international and regular primary school. The researcher concludes that the teachers both from international and regular primary schools perceive that in the process of teaching English to young learners, they might face many challenges, which the main difficult challenge is on selecting and using different teaching methods and techniques. Besides, in terms of the use of learning media, both the teachers from international and regular primary schools are mostly use and integrate the traditional media in the teaching process of young learners.

Additionally, the teachers also perceive that teaching English to young learners can encourage learners' enjoyment and motivation by providing a pleasant atmosphere in the classroom. Teaching English since early age also can be beneficial because that is the golden age which the teachers can use to build foundation to develop their communication capability. Then, the teachers also believe that when the students learn a language, they also will automatically learn the cultures, so that teaching English to young learners can promote students to

learn other cultures. Moreover, teaching English to young learners also can develop childrens' cognitive skills by giving them an input and opportunities to have practices. Furthermore, it can be concluded that teaching English to young learners can be implemented from an early age, in which the teachers can use various media in the teaching and learning process, and they also need to have strategies to overcome the challenges that they might face during the process of teaching English to young learners.

5.2. Recommendation

This section involves recommendation for future research related to the context of the investigation of this research. Since this research involves two different types of school, which are international and regular primary school, it is found that the students who learn at that school are not only students with normal conditions, but also students with the special needs there. So that, as the recommendation, the researcher argues that further investigation related to teachers' perceptions on the challenge in teaching English to young learners with the special needs in the primary level is needed. Specifically, on the strategies and techniques that the teachers use to overcome the challenges. In conclusion, the researcher hopes that teaching English to young learners can accomodate the needs of both students with normal condition and students with special needs.

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APPENDICES

Appendix 1 Description of The Participant and The Interviews' Process

Teacher 1	The researcher do the interview with the Teacher 1 on Thursday, 16 th April 2020 by Whatsapp voice call about 01:01:47. Teacher 1 is Sir Bangkit Setiadi who teach English subject in Grade 3 and 4 (middle grade). He is one of English Teacher in SD Tumbuh 3 who already teach English subject in that school since 2015, so that he also already experiecing teaching English subject in every grade at the school.
Teacher 2	The researcher do the interview with the Teacher 2 on Friday, 17 th April 2020 by Whatsapp video call about 01:19:50. Teacher 2 is Mrs. Siska Budi Lestari who teach English subject in Grade 1 and 2 (lower grade). She is one of English Teacher in SD Tumbuh 3 who already teach English subject in that school since 2015, so that she also already experiecing teaching English subject in lower and middle grade at the school .
Teacher 3	The researcher do the interview with the Teacher 3 on Tuesday, 05 th May 2020 by Whatsapp voice call about 01:24:29. Teacher 3 is Mrs. Quna who teach English subject at three different primary school, which are SD N Ngemplak 4, SD N Krapyak 2, and SD N Banjarharjo. She started her career as an English teacher since 2015 after graduated from the university until Janury, 2020, so that she already experiecing teaching English subject in every grade at those three different schools.

Appendix 2 Thematizing and Coding

Respondent	Transcript	Theme	Construct	Code
T1	<p>dengan mengajarkan bahasa Inggris kepada anak-anak itu harapannya anak-anak bisa menguasai bahasa tersebut dan bisa berkomunikasi, bersosialisai dengan semua warga dunia, jadi mereka bisa eee kemanapun mereka mau mengembangkan diri,berkomunikasi dengan siapapun, berbagai macam komunitas yang ada di dunia (Line 10)</p> <p>jadi dengan belajar bahasa Inggris anak-anak bisa mengekspresikan apa yang akan eee their thoughts, their feelings ke orang lain. Jadi, bisa berkomunikasi dengan orang lain seperti itu. (Line 24)</p>	Developing Basic Communication Capabilities	Teaching English to Young Learners	TEYL-DBCC/T1-10
T2	<p>Nah, dimasa itu ketika kita bisa memberikan ee <i>foundation</i> dengan bahasa Inggris yang baik, itu akan menjadi ee ya <i>foundation</i> itu akan menjadi ee modal ya, modal bagi mereka untuk nanti kedepannya ee bisa menggunakan, berkomunikasi menggunakan ee bahasa asing selain bahasa Indonesia. (Line 14)</p>	Developing Basic Communication Capabilities	Teaching English to Young Learners	TEYL-DBCC/T1-24
T3	<p>Nah, kenapa bisa meningkatkan komunikasi dasar mereka, ee sebetulnya kemampuan komunikasi itu kan langsung meningkat, ketika mereka mampu mengucapkan 1 kata atau 2 kata. Nah, kadang kan kalo anak SD, misalkan kayak yang mbak ceritain tadi yah (Line 54)</p>	Developing Basic Communication Capabilities	Teaching English to Young Learners	TEYL-DBCC/T2-14
				TEYL-DBCC/T3-54

T1	Ooo, o iya. Jadi, ya seperti itu tadi yang saya katakan anak-anak kita ee biasakan untuk mengungkapkan dengan ekspresi-ekspresi bahasa Inggris seperti meminta, atau menjelaskan, atau bertanya tadi dengan bahasa Inggris termasuk anak-anak yang eee, belum familiar dengan bahasa Inggris, nanti juga bisa <i>catch up</i> temen-temennya sehingga bisa berkomunikasi dengan yang lain menggunakan bahasa Inggris. Saya kira kalo seperti itu konteksnya anak-anak cukup terbantu. (Line 22)	Developing Basic Communication Skill	Teaching English to Young Learners	TEYL-DBCS/ T1-22
T2	Kalau cara mengembangkannya harus dengan <i>habit</i> , kalo saya, menurut saya dengan <i>habit</i> . <i>Habit</i> itu tidak bisa hanya ketika disekolah, tetapi juga pembiasaan dirumah. Ketika ee dua apa ya, dua tempat ini tidak bisa besinergi, itu pasti akan ada satu yang <i>missing</i> gitu, ada satu yang tidak ter- <i>develop</i> seperti itu. (Line 16)	Developing Basic Communication Skill	Teaching English to Young Learners	TEYL-DBCS/ T2-16
T3	Iya, he'ee hal yang sederhana. Kadang kita cuman ngajarin mereka “ <i>yes</i> ” atau “ <i>no</i> ” mereka, itu kan tingkat komunikasinya mereka, mereka paham yang kita maksud. Misalkan, ee ditanya, “hari ini sehat?”, dibilangnya, “jangan bilang ya atau tidak, tapi <i>yes</i> atau <i>no</i> ”, misalkan kayak gitu, dari hal yang cuma 1 kata gitu. (Line 57)	Developing Basic Communication Skill	Teaching English to Young Learners	TEYL-DBCS/ T3-57
	Angka nomer 1, kita ajarin dulu cara membacanya gimana, misalkan ada yang nanya “bu, ini bacanya bukan “wən”, tapi O-N-E”, nah kita jelaskan. Sebelum itu, kita ajarin dulu A-B-C, terus kita ajarin dasar-dasarnya dulu, baru diajarin yang tingkatannya lebih tinggi, gitu. (Line 61)	Developing Basic Communication Skill	Teaching English to Young Learners	TEYL-DBCS/ T3-61
	Nah, biasanya mbak ee, kasih video, ambil dari <i>Youtube</i> , atau gimana itu yang dia itu ada videonya ejaan O-N-E,	Developing Basic Communication Skill	Teaching English to	TEYL-DBCS/ T3-63

	<p>“wən”, atau O-N-E, bacanya “wən”, atau yang bisa bantu mereka ngejelasin “oh ini tu bukan O-N-E, tapi “wən”, orang-orang bacanya “wən”, bukan O-N-E”. (Line 63)</p> <p>Mana yang udah bisa, minta maju, nanti temen-temennya menirukan, atau dibuat kelompok, nanti dia yang membantu temen-temennya untuk membaca. Itu udah bisa dari kelas 2, mulai kayak gitu. (Line 70)</p>	Developing Basic Communication Skill	Young Learners Teaching English to Young Learners	TEYL-DBCS/T3-70
T1	<p>tergantung dari pembawaan gurunya. Jadi, apa yang akan dibahas, kemudian, eee <i>approach</i> nya seperti apa, gurunya menarik tidak. (Line 25)</p> <p>Kalo pun materinya kurang menarik tetapi pembahasannya, itu nanti <i>approach</i> nya bagus, anak-anak bisa apa ya, terstimulus untuk aktif gitu (Line 26)</p> <p>Jadi, dengan seperti itu ee kita sebagai guru memposisikan diri bukan sebagai apa yaa judge, bukan sebagai hakim tapi sebagai partner. (Line 31)</p> <p>Kita kasih stimulus yang lebih dari dia, kita minta dia menanggapi dengan <i>his or her proficiency in English</i> gitu. Jadi, dengan dia banyak menjawab, dia banyak berargumentasi, dia merasa di dengarkan (Line 43)</p>	<p>Encourage Learners’ Enjoyment and Motivation</p> <p>Encourage Learners’ Enjoyment and Motivation</p> <p>Encourage Young Learners’ Enjoyment and Motivation</p> <p>Encourage Learners’ Enjoyment and Motivation</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p>	<p>TEYL-ELEM/ T1-25</p> <p>TEYL-ELEM/ T1-26</p> <p>TEYL-ELEM/ T1-31</p> <p>TEYL-ELEM/ T1-43</p>

T2	<p>Iyah, baik itu anak yang <i>fast learner</i>, <i>medium</i>, atau <i>slow</i> kita kasih porsi sesuai kemampuan mereka masing-masing. (Line 45)</p> <p>kuncinya sebenarnya kalo menurut saya di <i>activity</i> nya itu yang akan <i>raising ee motivation</i> nya gitu. Jadi, bentuk <i>activity</i> seperti apa yang ee itu akan menentukan motivasi dia (Line 25)</p> <p>pertama suka dulu, lalu kedua bisa emm apa, ketika dia suka kan <i>activity</i> apapun yang akan sebenarnya ditujukan untuk membangun emm kemampuan berkomunikasi dalam bahasa apapun sebenarnya. Itu, pasti akan jalan gitu. (Line 26)</p> <p>dikelas 2 ini saya mencoba menggunakan variasi kegiatan gitu. Jadi, intinya adalah variasi kegiatan. Emm tidak bisa melulu menggunakan apa, <i>powerpoint presentation</i> seperti itu. Mungkin itu bisa, tapi tidak, tidak selalu. Kadang hanya dengan <i>song</i> atau <i>video</i> mungkin itu sudah cukup. Lalu biasa saya <i>combine ee combine</i> kegiatan, <i>powerpoint</i> lalu saya akan menyisipkan <i>game</i>, saya selalu menyisipkan <i>game</i>. Karena, saya percaya dunia anak-anak itu kan dunia bermain, jadi yang dilakukan dengan bermain, belajar dengan bermain itu akan sangat menyenangkan, itu tidak akan membosankan, dan itu malah emm apa ya, kayak lebih gampang <i>ter-internalize</i> untuk mereka, dari pada</p>	Encourages Learners' Enjoyment and Motivation	Teaching English to Young Learners	TEYL-ELEM/T1-45
		Encourages Learners' Enjoyment and Motivation	Teaching English to Young Learners	TEYL-ELEM/T2-25
		Encourages Learners' Enjoyment and Motivation	Teaching English to Young Learners	TEYL-ELEM/ T2-26
		Encourages Learners' Enjoyment and Motivation	Teaching English to Young Learners	TEYL-ELEM/T2-28

T3	<p>pembelajaran yang manual. (Line 28)</p> <p>iya bener pasti bisa mendorong mereka untuk ee seneng belajar bahasa Inggris ya, kalau metode yang digunakan untuk mengajar itu menarik (Line 73)</p> <p>Dari mulai nonton film, he'ee film paling sederhana, nanti terus misalkan kita kasih lagu-lagu yang ada ininya, apa namanya, sesuai dengan pelajaran mereka. Misalkan tentang warna, atau name, tentang buah, kalo nggak ee kita ajak belajarnya itu keluar kelas. (Line 90)</p> <p>memotivasinya biasaya, ee kasih <i>reward</i> (Line 93)</p>	<p>Encourage Learners' Enjoyment and Motivation</p> <p>Encourage Learners' Enjoyment and Motivation</p> <p>Encourage Learners' Enjoyment and Motivation</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p>	<p>TEYL-ELEM/ T3-73</p> <p>TEYL-ELEM/ T3-90</p> <p>TEYL-ELEM/ T3-93</p>
T1	<p>Kalau penguasaan bahasa Inggris dengan ee pembelajaran budaya saya kira tergantung muatan ke bahasa Inggris ya mbak, setiap sekolah masing-masing. (Line 47)</p>	<p>Promotes Learning Another Culture</p>	<p>Teaching English to Young Learners</p>	<p>TEYL-PLAC/ T1-47</p>
T2	<p>Emm iya, itu kayak <i>automatically</i> sih sebenarnya. Ketika kita belajar bahasa asing, menurut saya itu secara otomatis kita akan belajar <i>culture</i> nya (Line 31)</p> <p>Dari situ kan mereka liat <i>boundary</i> nya, bahwa ee ada perbedaan budaya disitu. Ketika mereka menggunakan bahasa itu kepada orang lain. (Line 31)</p>	<p>Promotes Learning Another Culture</p> <p>Promotes Learning Another Culture</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to</p>	<p>TEYL-PLAC/ T2-31</p> <p>TEYL-PLAC/ T2-31</p>

T3	<p>Iya, bisa memotivasi (Line 114)</p> <p>Berarti ada budaya yang, ada aja yang mereka tanyain, ntah itu tentang budayanya atau apa, nah itu jadi motivasi untuk mereka, gitu sih biasanya. (Line 116)</p>	<p>Promotes Learning Another Culture</p> <p>Promotes Learning Another Culture</p>	<p>Young Learners Teaching English to Young Learners</p> <p>Young Learners Teaching English to Young Learners</p>	<p>TEYL-PLAC/ T3-114</p> <p>TEYL-PLAC/ T3-116</p>
T1	<p>Kita kasih anak <i>universal values</i>. Jadi, apa yang ada di dunia ini, <i>values-values</i> apa yang semuanya itu berakar pada humanisme. Nah, kalo anak sudah mengenal humanisme, belajar budaya apapun, belajar agama apapun, belajar kesenian apapun, dari berbagai macam budaya di dunia ini mereka masuk dengan enak gitu (Line 53)</p> <p>Kami ada sesi yang namanya Morning Carpet atau De Carpet, disitu kita banyak bisa mengajak ngobrol anak-anak, kita bbisa membahas budaya, kejadian tentang apapun, termasuk agama, kesenian, kemudian peristiwa teraktual, kita bahas disitu (Line 55)</p>	<p>Promotes Learning Another Culture</p> <p>Promotes Learning Another Culture</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p>	<p>TEYL-PLAC/ T1-53</p> <p>TEYL-PLAC/ T1-53</p>
T2	<p>Jadi, ee budaya itu kan banyak dari emm makanan, festival, lalu bangunan seperti itu. Eee, jadi itu lebih mendalam, mendalam ee pengenalannya lebih <i>integrated</i> dengan IPC sih kalo saya. Kalo pas bahasa Inggris kan itu, lebih ke bagaimana mereka saat pelajaran itu menggunakan bahasa itu dengan <i>proper, proper</i> dari emm, ya proper itu sesuai dengan situasinya lalu <i>vocabulary</i> nya juga pas. Masih pada itu sih. (Line 34)</p>	<p>Promotes Learning Another Culture</p>	<p>Teaching English to Young Learners</p>	<p>TEYL-PLAC/ T2-34</p>

T3	Nah, jadi kita kasih liat ke anak-anak, “oo kalo diluar negri itu seperti ini-ini-ini, beda dengan budayanya ditempat kita”, gitu. Lebih ke video sih kalo mbak. (Line 119)	Promotes Learning Another Culture	Teaching English to Young Learners	TEYL-PLAC/ T3-119
	Iya, ho’ohh ho’ohh. Kalo anak-anak sekarang itu, ee lebih gampang mereka ngerti ketika yang digunakan itu sesuai dengan realitanya gitu lho (Line 120)	Promotes Learning Another Culture	Teaching English to Young Learners	TEYL-PLAC/ T3-120
T1	Kalo dari persepsi pembelajaran bahasa Inggris sendiri konteksnya ya anak-anak pertama bisa, dia bisa mengingat ya. (Line 60)	Develop Children’s Cognitive Skills	Teaching English to Young Learners	TEYL-DCCS/ T1-60
	Jadi dia <i>memorizing words and their meanings and language rules</i> , jadi arti dari kata-kata, kemudian ee aturan dari sebuah bahasa, seperti <i>grammar</i> (Line 61)	Develop Children’s Cognitive Skills	Teaching English to Young Learners	TEYL-DCCS/ T1-61
	Eee peningkatan kognisinya, ee gitu sih mbak dalam bahasa yang saya antarkan ke anak-anak. Jadi, kalo perkembangan kognisi itu kan macem-macem, kalo kognisi dari segi bahasa, saya kira saya cuma bisa menjawab ee <i>understanding meaning of the words</i> . Kemudian, <i>the rules of language</i> gitu. (Line 63)	Develop Children’s Cognitive Skills	Teaching English to Young Learners	TEYL-DCCS/ T1-63
T2	Ketika dia bisa, ketika literasinya itu bagus, ketika kemampuan untuk ee menangkap satu katakanlah satu pesan itu baik, satu materi itu baik. Maka, menurut saya, maka itu akan langsung <i>pulling</i> kepada kognisinya gitu. Jadi, emm kognisi itu kan tidak hanya pencapaian angka yah, kalo saya lebih kepada bagaimana dia memahami suatu hal, emm mengerti sesuatu materi atau apapun itu, ya itulah kognisi	Develop Children’s Cognitive Skills	Teaching English to Young Learners	TEYL-DCCS/ T2-42

	<p>yang terbentuk disitu. (Line 42)</p> <p>Karena gini mbak, apa ee kalo saya percaya seperti ini emm kognisi itu tidak bisa diukur dengan angka, karena setiap anak pasti ee punya, punya cara untuk me, me apa namanya ya mengekspresikan kemampuan kognisinya dia. Dengan presentasi, dengan berbicara, sebenarnya juga bisa, dengan mempresentasikan apasih yang kamu tau, umpamanya tentang <i>scholar system</i> seperti itu, itu sudah cukup sih (Line 44)</p>	Develop Children's Cognitive Skills	Teaching English to Young Learners	TEYL-DCCS/ T2-44
T3	<p>Eee ya, kalo itu bisa banget. Karna kan ee kemampuan kognitif itu terjadinya perubahan didalam otaknya anak-anak, gitu ya, selama ada <i>input</i> yang masuk, misalkan <i>input</i> bahasa Inggris gitu, itu pasti bisa mengembangkan kemampuan kognitif mereka. Entah itu bisa dibuktikan dengan mereka bisa mengucapkan, atau mereka bisa mengerti, tapi ketika kita memberikan input bahasa, misalkan "<i>good morning</i>", mereka lalu bisa menjawab, nah itu terjadi ee perubahan kognitif, atau meningkatkan kognitif mereka. Itu baru 1 kata, apalagi ketika ee kita sering ngasih input dalam bahasa Inggris, gitu sih. Yang pasti meningkat kognitifnya. (Line 124)</p>	Develop Children's Cognitive Skills	Teaching English to Young Learners	TEYL-DCCS/ T3-124
T1	<p>Tantangannya, mmm apa ya. Emm mungkin tantangannya itu kalo menurut saya pemilihan metode yang berbeda disaat yang sama. (Line 70)</p>	Challenges	Teaching English to Young Learners	TEYL-CLS/T1-70
T2	<p>Tapi kalo yang sudah ada basic bahasa Inggris memang</p>		Teaching	TEYL-CLS/T2-38

<p><i>challenge</i> nya lebih di ee tau <i>terms terms ee in each topic</i> gitu. Kadang kan gak familiar gitu (Line 38)</p> <p>dan bagaimana, iya (tertawa). <i>How to make it easy gitu, for kids to understand</i>. Nah, itu PR banget (tertawa), itu PR banget. Jadi, penjelasan di IPC itu kan mungkin ee, kalo untuk standarnya kan anak-anak luar negri, ketika dibawa ke Jogja gitu ya, ke Indonesia, ke Jogja, dengan bahkan ada yang <i>zero English</i> seperti itu, kita harus me, ya mencoba <i>men-simplify</i> itu ke bahasa tradition yang lebih (Line 39)</p> <p>Tantangan itu buanyak gitu kan ya, setiap tahun itu ada tantangannya. (Line 49)</p> <p><i>Upper grade</i>. Ya, jadi saya perlu memberikan emm <i>basic-basic</i> katakanlah <i>basic knowledge</i>, terus <i>basic</i> ee apa ya, <i>basic habit</i> gitu ya maksudnya yang men, yang dijadikan <i>basic</i> itu tidak melulu hanya pengetahuan, tetapi juga <i>values</i>, karakter. Jadi, saya perlu tau ketika anak ini yang A begini, yang B begini, saya harus gimana gitu, yang notabeneanya mereka mungkin dari berbagai macam latar belakang. Eee, lalu ditumbuh itu kan menerima anak dengan <i>special needs</i> (Line 51)</p> <p>Jadi, <i>challenge</i> nya lebih kesitu, bagaimana emm <i>overcome</i> itu, akhirnya dipilih satu kegiatan ee dimana ee yang katakanlah yang <i>mastering</i> ini bisa membantu yang <i>struggling</i>. Katakan a emm ada tiga yang <i>struggling</i> nih, kalo pengelompokan gitu, kalo bekerja, emm <i>task</i>,</p>	<p>Challenges</p> <p>Challenges</p> <p>Challenges</p> <p>Challenges</p> <p>Challenges</p>	<p>English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p>	<p>TEYL-CLS/T2-39</p> <p>TEYL-CLS/T2-40</p> <p>TEYL-CLS/T2-51</p> <p>TEYL-CLS/T2-67</p>
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T3	<p>katakanlah <i>interview</i> atau <i>emm</i> atau <i>in pairs</i> gitu mereka akan selalu di <i>partner</i>-kan atau ditempatkan didalam grup yang ada yang <i>mastering</i>.(Line 67)</p> <p>tantangan sebenarnya dari ketiga-tiganya itu gimana caranya (suara ayam) menjelaskan ke mereka, gimana caranya 1 materi itu mereka faham gitu loh, (Line 127)</p>	Challenges		Teaching English to Young Learners Teaching English to Young Learners	TEYL-CLS/T3-67 TEYL-CLS/T3-127
T1	<p>ya kita sebagai guru ya selalu membuat anak itu terkondisikan. Kalo misalnya ada anak yang sudah selesai. Ya tidak tidak, biar mereka tidak mengganggu teman yang lain bisa kita kasih tugas, bisa kita kasih kesempatan untuk membantu, ya kita kasih kegiatan yang lain agar dia ee tetep ada aktivitas, dan tidak jenuh. Bagi yang ee <i>slow learner</i> atau lambat gitu, ya kita kasih pendampingan, (suara tidak jelas) ada guru lain yang mendampingi (Line 78)</p> <p>ya saya kemudian kasih tugas yang lain atau permainan agar dia selalu, ya tetep belajar bahasa Inggris tapi selalu mereka dalam kelas gitu. (Line 80)</p> <p>Ooo kalo <i>chaos</i> itu nggak pernah (Line 81)</p> <p>Boleh kalian aktif tapi tetep dalam konteks yang ee tidak keluar dari ajaran. (Line 81)</p>	Crowded Class	Challenges	Teaching English to Young Learners	TEYL-CLS/CCS/T1-78
		Crowded Class	Challenges	Teaching English to Young Learners	TEYL-CLS/CCS/T1-80
		Crowded Class	Challenges	Teaching English to Young Learners	TEYL-CLS/CCS/T1-81
		Crowded Class	Challenges	Teaching English to Young Learners	TEYL-CLS/CCS/T1-81

T2	Saya diem, saya tunggu, saya diem liat kanan, liat kiri, “ <i>are you ready?</i> ”, emmm “ <i>have you finished talking?</i> ”, biasanya saya gitu. (Line 77)	Crowded Class	Challenges	Teaching English to Young Learners	TEYL-CLS/CCS/T2-77
	Atau, ketika ee mereka itu sudah tidak bisa ditolerir, itu biasanya saya kasih waktu ee saya minta, saya <i>split</i> tempat duduknya (Line 79)	Crowded Class	Challenges	Teaching English to Young Learners	TEYL-CLS/CCS/T2-79
	Ketika itu masih tidak berjalan, ada situasi lain lagi, saya akan <i>pull out</i> dia dari ee katakanlah <i>cir, circumtances</i> itu (Line 80)	Crowded Class	Challenges	Teaching English to Young Learners	TEYL-CLS/CCS/T2-80
	Saya akan dudukkan dipojok, ee saya minta dia untuk 5 menit (Line 81)	Crowded Class	Challenges	Teaching English to Young Learners	TEYL-CLS/CCS/T2-81
	Untuk <i>calm down</i> . (Line 82)	Crowded Class	Challenges	Teaching English to Young Learners	TEYL-CLS/CCS/T2-82
	Iya, tentu menjadi, jadi <i>challenge</i> . Karna emm kan juga nggak kondusif ya, ketika ribut ee suara, suara <i>educator</i> tidak bisa terdengar, lalu teman-teman yang lain yang sudah <i>ready</i> eee, menjadi apa namanya, menjadi ya keganggu ya. Eee terutama ni kalo mau, apa, mau penyampaian materi aja, (Line 107)	Crowded Class	Challenges	Teaching English to Young Learners	TEYL-CLS/CCS/T2-107
T3	Emm kalo <i>punishment</i> sih iya (Line 167)	Crowded Class	Challenges	Teaching English to Young Learners	TEYL-CLS/CCS/T3-167

	<p>Cuman kalo mbak lebih ke, kalo mbak <i>punishment</i> nya ini sih, mereka nulis atau baca materi didepan, materi yang dipapan tulis hari itu, biasanya gitu. (Line 168)</p> <p>Iya, he'ee. Tantangan banget itu, karna kan ketika kita masuk kelas, ya situasi kelasnya udah nggak mendukung itu, aduuuhhhh, bener-bener kita mikir 2x lipat gimana caranya buat ngajar ke mereka, gitu sih. (Line 201)</p>	<p>Crowded Class</p> <p>Crowded Class</p>	<p>Challenges</p> <p>Challenges</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p>	<p>TEYL-CLS/CCS/T3-168</p> <p>TEYL-CLS/CCS/T3-201</p>
T1	<p>Iya, jadi ee memang perlu diketahui sebelumnya, kalo bahasa itu juga <i>habits</i> ya, jadi kalo anak-anak tidak sering menggunakan sebagai <i>habit</i> itu emang susah. Jadi, ee maka dari itu saya pendekatannya bahwa baik yang kurang, itu tetep harus bicara bahasa Inggris dalam artian mereka boleh mencampurnya dengan bahasa Indonesia (Line 84)</p> <p>Iya. Eee pada umumnya setiap guru akan merasakan bahwa hal itu merupakan tantangan setiap hari, seperti itu mbak (tertawa). (Line 86)</p> <p><i>The rest will be fine</i> gitu, jadi anak sudah bisa menerima ee penggunaan bahasa Inggris itu sendiri, nanti pelan-pelan mereka akan internalisasi dalam diri mereka, bahwa "<i>oh I can use English</i>", sedikit sedikit sedikit, itu akhirnya nanti mereka bisa terkondisikan sesuai dengan teman-temannya yang lain gitu. Emm intinya adalah anak tidak takut untuk mengenal, untuk memakai bahasa Inggris, seperti itu. (Line 85)</p> <p>Iya campuran dulu, nanti tu nanti seperti kayak <i>direct method</i> gitu mbak. Jadi, anak menggunakan bahasa Inggris langsung dari apa yang dia dengar gitu, nanti mereka lama-</p>	<p>Lack of Vocabulary and English Exposure</p> <p>Lack of Vocabulary and English Exposure</p> <p>Lack of Vocabulary and English Exposure</p> <p>Lack of Vocabulary and English Exposure</p>	<p>Challenges</p> <p>Challenges</p> <p>Challenges</p> <p>Challenges</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p>	<p>TEYL-CLS/LVEX/T1-84</p> <p>TEYL-CLS/LVEX/T1-86</p> <p>TEYL-CLS/LVEX/T1-85</p> <p>TEYL-CLS/LVEX/T1-89</p>

T2	<p>lama akan familiar gitu, menginternalisasi dalam ee diri mereka. (Line 89)</p>	English Exposure		Learners	
	<p>ditilik lebih dalam kalo saya, apakah karna si anak sendiri, atau memang sebenarnya dia tidak ada keinginan untuk belajar tapi tidak terfasilitasi, ketika, katakanlah itu ketika dirumah yah. Ketika disekolah pun, emm apa yang menjadi kendala, jadi lebih mencari ee <i>behind, behind the screen</i> nya kenapa gitu (Line 90)</p>	Lack of Vocabulary and English Exposure	Challenges	Challenges	TEYL-CLS/LVEX/T2-90
	<p>jadi dari situ emm saya ee membuat variasi <i>worksheet</i> yang berbeda (Line 91)</p>	Lack of Vocabulary and English Exposure	Challenges	Teaching English to Young Learners	TEYL-CLS/LVEX/T2-91
	<p>ehmm, kalo yang dilakukan disekolah memang tidak ee hanya, ya nggak banyak sih mbak, maksudnya yang dilakukan paling ketika umpamanya ada <i>taking turn</i> untuk <i>making</i> jawab pertanyaan, dia biasanya akan lebih banyak gitu, atau diberi porsi yang duluan seperti itu. Itu ee tujuan kita lebih, dia lebih banyak <i>practice</i> sebenarnya. Lalu kedua ee, biasanya saya kasih <i>extra, extra homework</i> (Line 96)</p>	Lack of Vocabulary and English Exposure	Challenges	Teaching English to Young Learners	TEYL-CLS/LVEX/T2-96
<p><i>Extra homework</i> he'ee, <i>extra homework</i> nya sih enggak banyak, hanya satu, satu apa namanya, ya satu <i>letters</i>. Tapi itu pun lebih kepada apa-apa dulu nih yang perlu di atasin gitu. (Line 97)</p>	Lack of Vocabulary and English Exposure	Challenges	Teaching English to Young Learners	TEYL-CLS/LVEX/T2-97	

T3	Iya. Pertama, karna harus bagi energi, yang kedua harus emm kayak disini tu harus kayak harus <i>switch</i> nya tu (Line 104)	Lack of Vocabulary and English Exposure	Challenges	Teaching English to Young Learners	TEYL-CLS/LVEX/T2-104
	Nah, harus cepet. Ketika satu nggak jalan, tek, harus, ketika ini sedang <i>running</i> gitu kan, <i>running</i> itu kan sudah pikirannya sudah ada <i>plan</i> A, B, C, ketika itu tidak berjalan harus <i>switch</i> cepet. (Line 105)	Lack of Vocabulary and English Exposure	Challenges	Teaching English to Young Learners	TEYL-CLS/LVEX/T2-105
	Ooo, kalo yang kurang sih biasanya ya karna itu ya, karna mereka memang bener-bener dari mereka kecil nggak pernah di, eee ibaratnya nggak pernah denger, nggak pernah baca, atau nggak pernah tau sama sekali (Line 186)	Lack of Vocabulary and English Exposure	Challenges	Teaching English to Young Learners	TEYL-CLS/LVEX/T3-186
	Misal nanti kayak udah waktunya jam pelajaran, tapi karna si anak ini nggak ngerti sama sekali, dia nggak selesai mengerjakan tugasnya. Nah itu kita kasih, ee perhatian lebih, dibantu kayak, gitu sih. (Line 189)	Lack of Vocabulary and English Exposure	Challenges	Teaching English to Young Learners	TEYL-CLS/LVEX/T3-189
Ditempelkan di dinding kelas, terus nanti emm kita minta anak itu untuk 1 minggu sekali hafalan kedepan, gitu, materi pelajarannya, kosa-katanya, gitu sih bisanya. Kalo nggak memang bener-bener, kan ada ya nggak, nggak bisa apa ya, ngikuti sama ssekali, nah itu kita panggil anaknya, kita kasih privat, gitu sih biasanya. (Line 196)	Lack of Vocabulary and English Exposure	Challenges	Teaching English to Young Learners	TEYL-CLS/LVEX/T3-196	

	<p>Privat, di privat. Ee diminta duduk didepan meja guru, lalu kita tanya satu-saatu, “materinya apa?”, “ini bahasa Inggrisnya apa?”, gitu sih, atau kita kasih gambar (Line 197)</p> <p>Iya, jadi tantangan juga sih, karna ee ngadepin anak satu dengan anak yang lain itu nggak bisa sama (Line 202)</p>	<p>Lack of Vocabulary and English Exposure</p> <p>Lack of Vocabulary and English Exposure</p>	<p>Challenges</p> <p>Challenges</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p>	<p>TEYL-CLS/LVEX/T3-197</p> <p>TEYL-CLS/LVEX/T3-202</p>
T1	<p>Oh iya mbak, emm iya anak-anak bisa menggunakan buku yang ada di <i>library</i>, karna perpustakaan adalah jantung sekolah katanya seperti itu (tertawa), kemudian ada fasilitas internet, anak bisa memakai Ipad untuk mencari informasi yang dibutuhkan untuk menyusun tugas mereka. Ada juga gambar-gambar, <i>video</i>, <i>slides</i>, seperti itu (Line 90)</p> <p>Eee anak sudah banyak pilihan ee fasilitas dari sekolah, cukup. (Line 91)</p> <p>Oo, mungkin referensi-referensi media pembelajaran yang lain itu yang harus selalu kita update seperti itu. (Line 93)</p> <p>Oh iya, ee mengapa media pembantu pembelajaran ya istilahnya seperti itu. Karna, sebenarnya ee dalam pembelajaran itu kita melibatkan sebanyak mungkin indera kita. Kita membawa anak ee istilahnya se <i>real</i> mungkin mengalami apa yang dipeljadi, agar tidak abstrak, agar tidak</p>	<p>Teaching Facilities Improvement</p> <p>Teaching Facilities Improvement</p> <p>Teaching Facilities Improvement</p> <p>Teaching Facilities Improvement</p>	<p>Challenges</p> <p>Challenges</p> <p>Challenges</p> <p>Challenges</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p>	<p>TEYL-CLS/TFI/T1-90</p> <p>TEYL-CLS/TFI/T1-91</p> <p>TEYL-CLS/TFI/T1-93</p> <p>TEYL-CLS/TFI/T1-94</p>

T2	<p>cuma sampai pada kertas saja, dari situ media ini membantu mengembangkan anak dari yang abstrak menuju konkret. Jadi, agar anak bisa mengalami itu dengan melibatkan panca indra, ee indra yang lebih banyak sehingga dapat mudah terinternalisasi menjadi kemampuan mereka, intinya seperti itu mbak. (Line 94)</p> <p>Sumber belajar ee terfasilitasi sebenarnya mbak. Kita, ada, pertama ada perpustakaan, dengan buku-buku yang cukup bisa diakses. Lalu, juga ada <i>code</i> nya, ketika itu <i>bilingual</i>, ketika ini <i>full in English</i>, ketika itu berbahasa Indonesia, dan itu pun dibagi <i>grade</i> nya. Eee, mereka bisa ke perpustakaan, lalu yang kedua ada ee ICT, ICT emm lab komputer (Line 109)</p> <p>Lab komputer yang mereka bisa emm, mereka bisa mengakses katakanlah internet atau apa di bagian informatika, gitu. Kalau pun tidak, dikelas emm dikelas itu kami juga ada buku-buku yang diletakkan di <i>reading corner</i> (Line 110)</p> <p>Biasanya bukunya beerr, berbahasa Inggris kalo nggak <i>bilingual</i>. Lalu, kita juga ada pembelajaran yang meng <i>in line</i> kan dengan penggunaan Ipad, jadi ee anak-anak akan, biasanya in pairs atau bertiga, atau <i>in group</i> seperti itu. Mereka akan <i>explore</i> menggunakan emm Ipad, kita berikan ee kalo wifi nya yang setting gurunya (tertawa) gitu. Jadi, semua sejauh ini gurunya pemakaiannya, ketika mereka sudah tidak <i>on the track</i> lagi, maka Ipad akan diambil, gitu. Jadi, ee ada banyak <i>sources</i> yang bisa digunakan sebenarnya. (Line 111)</p>	Teaching Facilities Improvement	Challenges	Teaching English to Young Learners	TEYL-CLS/TFI/T2-109
		Teaching Facilities Improvement	Challenges	Teaching English to Young Learners	TEYL-CLS/TFI/T2-110
		Teaching Facilities Improvement	Challenges	Teaching English to Young Learners	TEYL-CLS/TFI/T2-111

	<p>Kalo saya lebih, kalo untuk pembelajaran bahasa Inggris lebih pengen yang kayak ada ruang audio, apa ya multimedia, atau apa gitu yang kedap suara gitu. Jadi, ketika itu <i>listening</i>, itu ee mereka itu walaupun ee, berjamaah ya (tertawa) (Line 113)</p>	Teaching Facilities Improvement	Challenges	Teaching English to Young Learners	TEYL-CLS/TFI/T2-113
	<p>Karena, kalo dikelas kan hanya berbasis katakanlah <i>speaker</i> kelas ya, <i>speaker</i> kelas, lalu ruang kelas yang mungkin kadang suara-suara dari luar masih masuk, kadang “apa bu?”, ee “apa bu?”, dan audio itu kan hanya terpusat di <i>educator</i>, ketika mereka agak berjarak itu kan nggak terlalu <i>clear</i> gitu, dijelaskan. Mungkin kalo dengan audio, multimedia <i>room</i> gitu kan, audio itu mungkin ada dibeberapa titik, jadi semua ee bisa mendengar dengan jelas, gitu sih. (Line 114)</p>	Teaching Facilities Improvement	Challenges	Teaching English to Young Learners	TEYL-CLS/TFI/T2-114
	<p>Eee media, <i>sources</i> belajar, media belajar itu memang kayak apa ya, ya kayak in, satu <i>package</i> ya, satu package dengan ee materi. Karena pem, penyampaiannya itu kan tidak bisa dengan, dengan satu cara kan, kita kadang butuh banya cara bagaimana supaya ee materi itu tersampaikan. Nah, cara itu di, katakanlah di <i>support</i> dengan media belajar itu tadi, bisa dengan buku, bisa dengan internet bisa dengan Ipad, bisa hanya dengan <i>flashcard</i>, seperti itu, bisa dengan audio yang bagus. Perantaranya itu kan audio supaya, supayaa, ee ya supaya <i>message</i>, supaya materi itu sampai. (Line 116)</p>	Teaching Facilities Improvement	Challenges	Teaching English to Young Learners	TEYL-CLS/TFI/T2-116
	<p>He’emm, nggak ada sih kalo saya. (Line 117)</p>	Teaching Facilities Improve	Challenges	Teaching English to Young	TEYL-CLS/TFI/T2-117

T3	Emmm, kalo fasilitas yang memadai, rata-rata sih enggak ya (Line 204)	ment		Learners	
	Iya, sangat kurang. (Line 207)	Teaching Facilities Improvement	Challenges	Teaching English to Young Learners	TEYL-CLS/TFI/T3-204
	Kalo pojok baca ada, nah kebetulan pas mulai taun 2017 atau 2018 ya, itu ada bantuan dari dana BOS, untuk buku-buku pembelajaran dikelas. Nah, selain buku-buku mata pelajaran seperti biasa ya matematika, bahasa Indonesia itu ee gurunya juga membelikan kamus-kamus, kebetulan mulai itu agak, agak-agak, enak gitu ngajarnya (Line 208)	Teaching Facilities Improvement	Challenges	Teaching English to Young Learners	TEYL-CLS/TFI/T3-207
	Ada kamus-kamus dari sekolah (Line 209)	Teaching Facilities Improvement	Challenges	Teaching English to Young Learners	TEYL-CLS/TFI/T3-208
	Ya. Ee pasti ada ya, kalo dari fasilitas yang pertama buku-buku, buku-buku kamus, buku yang mendukung untuk pembelajaran bahasa Inggris, terutama. Terus, fasilitas misalkan kayak ee bangku, terus media yang lain kayak poster-poster, itu juga perlu banget. Kalo fasilitas yang lain sih rata-rata udah dipenuhin sama BOS ya, cuman dari pembelajaran, khususnya bahasa Inggris, karna bahasa Inggris kan mata pelajaran ekstra, jadi ee kurang begitu diperhatikan (Line 211)	Teaching Facilities Improvement	Challenges	Teaching English to Young Learners	TEYL-CLS/TFI/T3-209
					TEYL-CLS/TFI/T3-211

	<p>Gitu. Kalo nggak dari gurunya sendiri yang meminta atau ee wali kelasnya yang meminta ke kepala sekolah untuk dibelikan buku-buku, atau poster yang mendukung pembelajaran bahasa Inggris tu biasanya, nggak ada sama sekali, biasanya gitu. (Line 212)</p> <p>He'emm, malah ada yang temen-temen mbak itu, yang dia pakai uang pribadi buat membelikan anak-anak, ibaratnya buat dibelikan kamus, atau dibelikan poster, nanti dipajang disekolah, atau dikelas, itu ibaratnya ada gitu. (Line 213)</p> <p>Menjadi penghambat gitu loh, iyaa nggak membantu sama sekali. Beda ketika ada yang dikelasnya ada posternya, atau ada kamusnya, ketika mereka jam luang, ada jam luang ketika jam kosong, atau jam istirahat, mereka itu malah sering baca-baca sama temennya. Misalkan tadi udah belajar tentang buah, nah mereka secara sama-sama itu ngulang sendiri tanpa kita minta, gitu. Dengan mandangin poster (Line 221)</p> <p>Karna sekolah yang mbak ajar itu perpustakaan pun mereka ya ada, cuman buku-buku disana, dan perpustakaan sendiri tu nggak keurus (Line 205)</p>	<p>Teaching Facilities Improvement</p> <p>Teaching Facilities Improvement</p> <p>Teaching Facilities Improvement</p> <p>Teaching Facilities Improvement</p>	<p>Challenges</p> <p>Challenges</p> <p>Challenges</p> <p>Challenges</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p>	<p>TEYL-CLS/TFI/T3-212</p> <p>TEYL-CLS/TFI/T3-213</p> <p>TEYL-CLS/TFI/T3-221</p> <p>TEYL-CLS/TFI/T3-205</p>
T1	<p>Kalo yang paling efektif itu, anu, memang metodenya yang <i>direct method</i> tadi. Nah, saya kira metode yang paling enak selama ini adalah yang <i>direct method</i> tadi itu, dan selalu di adaptasikan pada setiap anak ya. (Line 97)</p>	<p>Different Teaching Methods and Techniques</p>	<p>Challenges</p>	<p>Teaching English to Young Learners</p>	<p>TEYL-CLS/DTMT/T1-97</p>

	<p>Kalo saya lebih tetep ke presentasi, kenapa presentasi, karna presentasi ini membuat anak mengatualisasi apa yang telh dia capai sesedikit apapun, atau sebanyak apapun merepa pasti terlihat, dari aktivitas presentasi ini. Kita bisa liat secara langsung, anak bisa merasakan juga langsung, kita bisa kasih <i>feedback</i> ee setelahnya, sehingga pelajaran itu bisa langsung efektif gitu mbak, seperti itu. (Line 99)</p> <p>Kalau kaitannya dengan empat <i>skills</i> ini sebenarnya, apa ya, saya lebih suka untuk mengintegrasikannya langsung, misalnya kalo saya saat mengajar ini <i>listening</i> nya anadal mereka bisa tau apa sih maksudnya pak Bangkit ngomong ini itu, “<i>do you get my point?</i>”, atau “<i>any question?</i>”, “ada yang nggak ngerti?”, itu saya cek <i>listening</i> mereka. (Line 100)</p> <p>Kemudian, <i>speaking</i> mereka itu dari apa yang mereka ee katakan. Eee, <i>speech production</i> saat <i>during the class</i>, kemudian ee <i>their work</i> itu kita bisa liat pekerjaan <i>writing</i> mereka, seperti itu. Jadi, ee memang kemudian kalo kita sudah pecah menjadi empat <i>skills</i> itu, itu biasanya saya kasih misalnya ya kalo <i>speaking</i> pasti udah langsung dari presentasi tadi udah keliatan. Kalo <i>listening</i>, biasanya ee pernah saya kasih <i>interpreting songs</i>, jadi kita <i>fill in the blanks</i> tentang sebuah lagu yang familiar saat itu, yang ngetren, yang anak seneng, kemudian setelah kita cocokkan isinya apa, kata-kata yang missing tadi, nggak berenti sampi situ, “<i>do you get the meaning of this song?</i>”, jadi “kalian itu ngerti nggak sih arti lagu ini? Coba siapa yang ngerti?”. Nah, itu seperti <i>interpreting</i> gitu, jadi anak nggak sebatas, cuma sebatas denger, tapi mereka tau, ngerti gitu. Kalo <i>writing</i> biasanya dipresentasi itu, udah melibatkan <i>writing</i></p>	<p>Different Teaching Methods and Tecniques</p> <p>Different Teaching Methods and Tecniques</p> <p>Different Teaching Methods and Tecniques</p>	<p>Challenges</p> <p>Challenges</p> <p>Challenges</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p>	<p>TEYL-CLS/DTMT/T1-99</p> <p>TEYL-CLS/DTMT/T1-100</p> <p>TEYL-CLS/DTMT/T1-143</p>
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	<p>dan <i>speaking skills</i>, gitu. Kalo untuk <i>reading</i> ee seperti biasa, anak-anak mereka akan <i>they read their own work</i>, kemudian <i>present it</i>, jadi sudah langsung dari empat <i>skill</i> itu kita bisa liat disitu. (Line 101)</p> <p>Ooo <i>role play</i>? <i>Role play</i> dulu pernah, pernah ya. (102)</p> <p>Iya, <i>role play</i> itu kita gunakan untuk kemampuan, sebenarnya <i>speaking</i> sih yang paling utama di <i>role play</i> itu. Pernah mbak. (103)</p> <p>Kalau membaca buku cerita, sebentar saya kok lupa ya. Ooo bukan, <i>news</i> mbak, <i>news</i> (104)</p> <p>Iyak, <i>news and description, place</i> atau <i>object</i> gitu mbak (105)</p> <p>Eee kalo khusus waktu <i>describing object</i> itu bergantian, saya yang nomer satu, nanti anak-nak yang lain gitu. Jadi (Line 106)</p> <p>Iya he'ehh, berganti-gantian (Line 108)</p>	<p>Different Teaching Methods and Tecniques</p> <p>Different Teaching Methods and Tecniques</p> <p>Different Teaching Methods and Tecniques</p> <p>Different Teaching Methods and Tecniques</p> <p>Different Teaching Methods</p>	<p>Challenges</p> <p>Challenges</p> <p>Challenges</p> <p>Challenges</p> <p>Challenges</p> <p>Challenges</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to</p>	<p>TEYL-CLS/DTMT/T1-102</p> <p>TEYL-CLS/DTMT/T1-103</p> <p>TEYL-CLS/DTMT/T1-104</p> <p>TEYL-CLS/DTMT/T1-105</p> <p>TEYL-CLS/DTMT/T1-106</p> <p>TEYL-CLS/DTMT/T1 TEYL-CLS/DTMT/T1-</p>
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T2	<p>Iya, jadi ee yang pertama agak menyulitkan ya cara kita mengerti sebenarnya anak ini bagaimana gitu (tertawa), lalu kita sesuaikan dengan metode yang seperti apa. Eee kalau yang ini nggak cocok terus apa lagi (tertawa), nah itu tantangan yang anu juga sih mbak, setiap hari. (Line 143)</p> <p>Jadi, ee kalo yang <i>proficient-medium</i> itu mereka presentasi, kemudian <i>low</i> dan <i>slow</i> itu saya kasih anu, <i>translation</i>. Jadi, ee yang sudah baik itu mereka udah ee menerima materi kemudian bisa mempelajari sendiri kemudian untuk nanti presentasi. Nah, yang <i>slow learner</i> ini saya kasih <i>picture</i> kemudian ee ini mbak, saya kasih kalimat dalam bahasa Inggris kemudian saya minta mereka untuk translate it into bahasa Indonesia, into bahasa. Nah, nomer yang dibawahnya saya kasih bahasa Indonesianya, saya kasih perintahnya untuk <i>translate it in English</i> gitu. Jadi <i>treatment</i> nya beda, metodenya berbeda, nanti sama-sama presentasi. (Line 72)</p> <p>He'ee, <i>listening to story</i> pernah (Line 115)</p> <p>Emm, strategi itu bukan lebih ke kesulitan memilih, tetapi lebih ke punya cadangannya juga. Ketika sudah, mungkin bisa memilih teknik, ketika sudah memilih teknik A umpamanya, karna situasi yang tidak memungkinkan tiba-tiba itu berubah (Line 120)</p>	<p>and Tecniq ues</p> <p>Different Teaching Methods and Tecniq ues</p> <p>Different Teaching Methods and Tecniq ues</p> <p>Different Teaching Methods and Tecniq ues</p>	<p>Challenges</p> <p>Challenges</p> <p>Challenges</p>	<p>Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p>	<p>143</p> <p>TEYL-CLS/DTMT/T1-72</p> <p>TEYL-CLS/DTMT/T1-115</p> <p>TEYL-CLS/DTMT/T2-120</p>
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	<p>Berarti itu tidak berjalan, nah itu yang harus segera berpikir bagaimana me-<i>modify</i> atau memilih teknik yang lain. (Line 121)</p> <p>Nah, kayak gitu-gitu yang lebih ee lebih kesulitannya disitu, ketika harus memilih ee <i>games</i> cadangan yang cocok, yang bisa langsung dilakukan, atau mungkin malah tidak perlu persiapan sama sekali (Line 123)</p> <p>Jadi, apa yaa <i>direct method</i> ya, ee jadi ketika mengajar bahasa Inggris ya <i>we should be full in English</i> gitu. Jangan sampai ee itu kayak ada bocor-bocor dikit gitu, itu ee karna itu akan menjadi, apa ya, model bagi anak-anak. (Line 127)</p> <p>Eee dari empat itu saya biasanya urut ee pertama saya urutkan di les, ee di RPP itu akan saya urutkan dari, selalu saya mulai dari <i>listening, speaking, reading, dan writing</i>. Itu LSRW nya itu pasti, yang akan mulai, biasanya saya akan membagi satu topik kedua, dua <i>meeting</i>. Nah, untuk, jadi dalam satu <i>meeting</i> itu hanya ada dua fokus, <i>listening</i> dan <i>speaking</i>, atau <i>reading and writing</i>. Di ee <i>listening</i>, di <i>listening</i> saya biasanya tetap menggunakan audio untuk mee apa, ee mendapatkan ee <i>sources</i> yang ee katakanlah valid ya. Karna kadang kalo saya yang <i>pronounce</i> itu <i>they get easily</i>, tapi kalo yang <i>native</i>, yang asli dari cd, cd nya itu, “apa apa”, gitu, jadi ya “mereka kok ngomongnya malah</p>	<p>s</p> <p>Different Teaching Methods and Tecniques</p> <p>s</p> <p>Different Teaching Methods and Techniques</p> <p>s</p> <p>Different Teaching Methods and Tecniques</p> <p>s</p> <p>Different Teaching Methods and Tecniques</p>	<p>Challenges</p> <p>Challenges</p> <p>Challenges</p> <p>Challenges</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p>	<p>TEYL-CLS/DTMT/T2-121</p> <p>TEYL-CLS/DTMT/T2-123</p> <p>TEYL-CLS/DTMT/T2-127</p> <p>TEYL-CLS/DTMT/T2-132</p>
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	<p>nggak jelas”, gitu. Nah, itu kalo audio tetep <i>listening</i> pakai audio. Kalau yang <i>speaking</i>, biasanya tadi saya pakek, teknisnya lebih ke, ke, contohnya biasanya dari video umpamanya, kalo nggak video biasanya saya minta satu anak jadi contoh dengan saya. Nah, dengan begitu, mereka akan melakukan hal yang sama (Line 132)</p> <p>Dalam grup atau dalam pairs gitu, nah kita harus <i>practice</i> gitu. Biasanya saya beri waktu, ketika sudah selesai mereka akan presentasi didepan (Line 133)</p> <p>Iya. Bia, biasanya pertama dimulai dari Edu ke anak dulu, nanti silahkan contoh. Sesudah itu bisa, mereka akan mulai ke <i>real practice</i> nya, bahwa <i>student-student</i> itu akan lebih <i>the real practice</i> gitu, lebih kesitu. Ee bisa di <i>combine</i> dengan tidak hanya, ehmm <i>games</i>, bisa dengan <i>interview</i>, (Line 135)</p> <p>Mereka menggambar ee <i>clothes</i> sesuai <i>weather</i> yang mereka pilih, lalu mereka presentasi gambarnya didepan satu-satu seperti itu. (Line 137)</p> <p>Kalo di <i>listen</i> ada macem-macem, ada <i>listen and repeat</i>, ada <i>listen and</i>, biasanya saya <i>fill in the blank</i> (Line 139)</p>	<p>Different Teaching Methods and Techniques</p> <p>Different Teaching Methods and Techniques</p> <p>Different Teaching Methods and Techniques</p> <p>Different Teaching Methods and</p>	<p>Challenges</p> <p>Challenges</p> <p>Challenges</p> <p>Challenges</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p>	<p>TEYL-CLS/DTMT/T2-133</p> <p>TEYL-CLS/DTMT/T3-135</p> <p>TEYL-CLS/DTMT/T2-137</p> <p>TEYL-CLS/DTMT/T2-139</p>
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	<p>Ada <i>fill in the blank</i>, ada apa sih tu, ya <i>fill in the blank</i>, biasanya itu. <i>Fill in the blank</i> nya kadang memilih, kadang mengisi sendiri (Line 140)</p> <p>Kadang dari <i>listening</i> itu ada satu pertanyaan, jadi emm apa namanya baju yang dipilih itu yang mana umpamanya kayak gitu. Jadi, ada satu question, jadi mereka harus mendengarkan <i>very short conversation</i> seperti itu, aslinya yang dipilih yang mana, terus kenapa kok dia memilih itu, gitu. (Line 141)</p> <p>He'ee. Ada seperti itu, kadang hanya <i>listen and, ee listen and repeat</i> aja (Line 142) (Listen for specific information)</p> <p>Biasanya gitu (Line 143) (Listen and Repeat)</p> <p>Enggak sih, kalo sejauh ini belum, cuma di <i>games</i> kalo itu. (Line 144) (Listen and Do)</p>	<p>Tecnikes</p> <p>Different Teaching Methods and Tecnikes</p> <p>Different Teaching Methods and Tecnikes</p> <p>Different Teaching Methods and Tecnikes</p> <p>Different Teaching Methods and Tecnikes</p> <p>Different Teaching Methods and Tecnikes</p>	<p>Challenges</p> <p>Challenges</p> <p>Challenges</p> <p>Challenges</p> <p>Challenges</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to</p>	<p>TEYL-CLS/DTMT/T2-140</p> <p>TEYL-CLS/DTMT/T2-141</p> <p>TEYL-CLS/DTMT/T2-142</p> <p>TEYL-CLS/DTMT/T2-143</p> <p>TEYL-CLS/DTMT/T2-144</p>
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	<p><i>Role play</i> pernah, emm <i>role play</i> itu apa ya, waktu apa pernah, pernah sih saya ee apa namanya, ngasih tugas, tapi itu bentuknya kecil, cuma tiga, tiga anak doang. (Line 146)</p> <p>Nah, kalo <i>reading</i> sejauh ini emm <i>listen and repeat</i>. Jadi, ee perkalimat seperti itu (Line 149)</p> <p>Lalu kalo sudah emm apa namanya baca, baca satu teks itu sendiri gantian per-<i>sentence</i>, seperti itu. Lalu di <i>follow up</i> dengan ee apa, menjawab pertanyaaan, menjawab pertanyaan gitu. (Line 150)</p> <p>Kalau <i>reading story</i> ee pernah sih (Line 152)</p> <p>Enggak (tertawa). (Line 154) (Silent Reading)</p>	<p>Methods and Tecniques</p> <p>Different Teaching Methods and Tecniques</p> <p>Different Teaching Methods and Tecniques</p> <p>Different Teaching Methods and Tecniques</p> <p>Different Teaching Methods and Tecniques</p>	<p>Challenges</p> <p>Challenges</p> <p>Challenges</p> <p>Challenges</p> <p>Challenges</p>	<p>Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p>	<p>TEYL-CLS/DTMT/T2-146</p> <p>TEYL-CLS/DTMT/T2-149</p> <p>TEYL-CLS/DTMT/T2-150</p> <p>TEYL-CLS/DTMT/T2-152</p> <p>TEYL-CLS/DTMT/T2-154</p>
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	<p>Nah, kalo <i>writing</i> memang ini ee PR banget masih. Karna, mereka sudah bisa menuliskan dalam kalimat ya, beberapa tu sudah bisa menuliskan dalam kalimat, tetapi memang kalo ee, kita <i>expect</i> untuk satu, satu <i>coherence</i> gitu tu ee, belum terlalu <i>smooth</i> gitu. Contoh emm, “<i>write your daily routine</i>”, seperti itu, “<i>I wake up at, and then, and then, and then</i>”, jadi ee <i>conjunction</i> nya, penghubungnya itu hanya “<i>and then, and then, and then, and then</i>”, gitu nah. Walau itu sudah, sudah bener kalimatnya, <i>I wake up at, I take a bath, I ini, I ini, I ini</i>, itu sudah benar, cuma lebih ke <i>smooth</i> nya itu belum. Nah, ee kalo satu lagi nulis <i>postcard</i>, nulis <i>postcard</i> tu kadang emm perlu dibantu dengan pertanyaan ee pertanyaan kayak stimulus, <i>exposure nya, stimulus dulu. Umpamanya postcard, “write a post card about your holiday”</i>, gitu, itu kan bingung banget (Line 162)</p> <p>Bisa, di, kita ada <i>workbook</i> nya mbak, jadi ee di <i>workbook</i> itu ada <i>some task</i> gitu, <i>matching</i> gitu juga pernah, atau <i>crossword</i> gitu juga pernah, kalo menulis. (Line 164)</p> <p><i>Re-writing</i> gitu ya (tertawa), <i>re-write</i> itu biasanya untuk yang <i>special</i> malahan (Line 165)</p>	<p>Tecnikes Different Teaching Methods and Tecnikes</p> <p>Different Teaching Methods and Tecnikes</p> <p>Different Teaching Methods and Tecnikes</p>	<p>Challenges</p> <p>Challenges</p> <p>Challenges</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p>	<p>TEYL-CLS/DTMT/T2-162</p> <p>TEYL-CLS/DTMT/T2-164</p> <p>TEYL-CLS/DTMT/T2-165</p>
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T3	<p>Iya, kalo dari <i>listening</i> sih biasanya itu tadi, dari video, atau kalo nggak setiap pagi, sebelum ee mulai pelajaran mbak sering ngomong, mereka kan jadi tingkat <i>listening</i> nya meningkat, gitu loh. (Line 236)</p>	Different Teaching Methods and Tecniques	Challenges	Teaching English to Young Learners	TEYL-CLS/DTMT/T3-236
	<p>Dari lagu, lagu juga kadang diawal atau diakhir, jadi gantian gitu yah, ada jadwalnya sendiri, ee kita nyanyi dulu sebelum pelajaran, nah tu bisa <i>listening</i> krna mendengarkan dari gurunya, kemudian bisa jadi <i>speaking</i>, gitu. (Line 237)</p>	Different Teaching Methods and Tecniques	Challenges	Teaching English to Young Learners	TEYL-CLS/DTMT/T3-237
	<p>Iya, pernah. Biasanya kan kalo lagu-lagunya kan mungkin mereka sering denger ya (Line 239)</p>	Different Teaching Methods and Tecniques	Challenges	Teaching English to Young Learners	TEYL-CLS/DTMT/T3-239
	<p>Kalo itu sih belum pernah ya, karna tingkatannya masih tingkatan ee siswa sekolah dasar, jadi agak kesulitan mereka. (Line 241)</p>	Different Teaching Methods and Tecniques	Challenges	Teaching English to Young Learners	TEYL-CLS/DTMT/T3-241
	<p>Kalo untuk <i>speaking</i> ya itu tadi, salah satunya ee mereka mbak kasih PR untuk ngapalin kosa-kata (Line 242)</p>	Different Teaching Methods and Tecnique	Challenges	Teaching English to Young Learners	TEYL-CLS/DTMT/T3-242

	<p>Nah, nanti ketika mereka sambil mengerjakan tugas, temen-temennya, nah panggilin satu-satu, untuk <i>speaking</i>, apa, ngucapin kosa-kata yang mereka sudah hafalkan. Kalo enggak nanti, biasanya kan mbak nulis dipapan tulis itu materinya apa, tentang buah, gambar, sambil ee bawahnya tulisin bahasa Inggrisnya, nah mereka baca satu-satu kedepan, gitu. Kalo kira-kira kelasnya nggak kondusif ada 1 yang mbak minta kedepan, baca, nanti temen-temennya menirukan, biasanya sih gitu. (Line 243)</p> <p>Berdialog itu pernah (Line 244)</p> <p>Simpel dialog itu pernah, 4 atau 5 ya, kelas 5 itu pernah (Line 245)</p> <p><i>Role play</i> pernah, pernah juga udah yang kelas-kelas atas itu bisa pakai <i>role play</i>, kalo kelas bawah cuma itu tadi, ee kayak menirukan suara atau nanti mereka menebak, itu ya, pernah. (Line 247)</p> <p>Kalo <i>reading</i> pernah tapi ee bagi mbak kurang efektif ya, kalo yang kalo ee kelas bawah kan, <i>reading</i> nya kosa-kata nah itu bisa, tapi kalo kelas atas <i>reading</i> 1 paragraf, simpel</p>	<p>s</p> <p>Different Teaching Methods and Tecniques</p> <p>Different Teaching Methods and Tecniques</p> <p>Different Teaching Methods and Tecniques</p> <p>Different Teaching Methods and Tecniques</p> <p>Different Teaching Methods</p>	<p>Challenges</p> <p>Challenges</p> <p>Challenges</p> <p>Challenges</p> <p>Challenges</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young</p>	<p>TEYL-CLS/DTMT/T3-243</p> <p>TEYL-CLS/DTMT/T3-244</p> <p>TEYL-CLS/DTMT/T3-245</p> <p>TEYL-CLS/DTMT/T3-247</p> <p>TEYL-CLS/DTMT/T3-248</p>
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	<p>paragraf itu mereka sangat kesusahan, begitu biasanya. (Line 248)</p> <p>He'ee masih susah, kalo mereka nggak di kasih contoh, nggak di terangin kosa-kata satu-satunya, terus maksud dari paragrafnya apa, itu mereka sangat kesulitan. Jadi, kadang kan ee ketika ada paragraf, kita minta mereka mencari artinya, yang dicari kan per katanya (Line 249)</p> <p><i>Reading story from book</i> pernah (Line 251)</p> <p><i>Reading aloud</i> iya pernah, sering. (Line 252)</p> <p><i>Silent reading</i> sepertinya nggak, nggak pernah. (tertawa) (Line 253)</p> <p>Kalo untuk <i>skill writing</i>, biasanya mbak sih ee kayak buat soal, terus mereka <i>fill in the blank</i>, itu yang paling mudah, dan paling sering (Line 255)</p>	<p>and Tecnique s Different Teaching Methods and Tecnique s Different Teaching Methods and Tecnique s Different Teaching Methods and Tecnique s Different Teaching Methods and Tecnique s Different Teaching Methods and Tecnique s</p>	<p>Challenges Challenges Challenges Challenges Challenges</p>	<p>Learners Teaching English to Young Learners Teaching English to Young Learners Teaching English to Young Learners Teaching English to Young Learners Teaching English to Young Learners</p>	<p>TEYL-CLS/DTMT/T3- 249 TEYL-CLS/DTMT/T3- 251 TEYL-CLS/DTMT/T3- 252 TEYL-CLS/DTMT/T3- 253 TEYL-CLS/DTMT/T3- 255</p>
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	<p>Iya <i>copying</i>, lebih ke <i>copying</i>. (Line 259)</p> <p>Kalo ngedekte itu biasanya cuma gini aja sih, pernah, cuma 1 atau 2 kata, jadi kata bukan kalimat, lebih ke kata nya. (Line 260)</p> <p><i>Matching</i>, pernah. Cuman kalo <i>matching</i> yang dikelas atas itu agak kesulitan mereka, nggak ya, nggak terlalu efektif gitu lo, kesulitan, dan menghabiskan apa ya (Line 262)</p> <p>Iya, pernah, sering malahan. (tertawa) (Line 227)</p>	<p>s Different Teaching Methods and Tecnique s</p> <p>s Different Teaching Methods and Tecnique s</p> <p>s Different Teaching Methods and Tecnique s</p> <p>s Different Teaching Methods and Tecnique s</p>	<p>Challenges</p> <p>Challenges</p> <p>Challenges</p> <p>Challenges</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p> <p>Teaching English to Young Learners</p>	<p>TEYL-CLS/DTMT/T3- 259</p> <p>TEYL-CLS/DTMT/T3- 260</p> <p>TEYL-CLS/DTMT/T3- 262</p> <p>TEYL-CLS/DTMT/T3- 227</p>
T1	<p>Oo iya, untuk media yang paling sering itu ya buku (tertawa), (Line 109)</p> <p>kemudian ee setelah itu anu, internet mbak. Jadi, buku dan internet itu paling sering kami gunakan, entah itu dari <i>youtube</i>, entah itu dari ip, memakai Ipad (Line 109)</p>	<p>Tradition al Media</p> <p>Modern Media</p>	<p>Learning Media</p> <p>Learning Media</p>	<p>Teaching English to Young Learners</p> <p>Teaching English to Young</p>	<p>TEYL-LMD/TMD/T1- 109</p> <p>TEYL-LM/MMD/T1-109</p>

	<p>Kemudian pernah saya kasih <i>flashcard</i>, pernah saya kasih ee kegiatan yang lain gitu seperti itu. Jadi, bukan semata-mata untuk <i>delivery</i> materi yang utama, jadi untuk <i>supporting</i> saja. (Line 111)</p>	Traditional Media	Learning Media	Learners Teaching English to Young Learners	TEYL-LMD/TMD/T1-111
	<p>Iya, films kemudian <i>recording</i> gitu (Line 113)</p>	Traditional Media	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T1-113
	<p>Akan mendengarkan dulu, atau melihat, setelah mengetahui informasinya nanti kita kasih kartu atau apa atau gambar, untuk disusun anak, untuk apa ya namanya, mengerti sejauh mana anak sudah menangkap informasi itu, seperti itu. Jadi, dari yang, aktivitas yang hanya pasif, kemudian sampai ke aktivitas yang aktif, ya itu, ya itu tadi melibatkan ee praktek secara langsung. Jadi, seperti itu. (Line 121)</p>	-	Learning Media	Teaching English to Young Learners	TEYL-LMD/ T1-121
	<p>Kalo penggunaan media pembelajaran untuk penyampaian materi itu ya efektif mbak, tapi kita harus ee adaptasikan pada setiap anak tadi itu. (Line 122)</p>	-	Learning Media	Teaching English to Young Learners	TEYL-LMD/T1-122
	<p>Ya sebenarnya kehadiran media itu seperti yang saya katakan tadi, menghadirkan kenyataan agar panca indera anak itu dapat lebih terstimulus dalam menyerap ee satu pengetahuan. Sukur-sukur media itu bisa merangsang anak untuk praktek secara langsung, sehingga apa yang dia mengerti, dia punya kesempatan untuk mempraktikkan, seperti itu mbak. (Line 123)</p>	-	Learning Media	Teaching English to Young Learners	TEYL-LMD/ T1-123
	<p>Kalau itu bisa membuat anak terstimulus, entah menanggapi</p>	-	Learning	Teaching	TEYL-LMD/T1-126

	<p>atau mereka tertawa, atau mereka merasakan sesuatu perasaan dari media yang kita berikan (Line 126)</p> <p>Itu berarti bisa kita simpulkan kalo media itu membantu anak untuk memperoleh sesuatu pengetahuan yang baru dari, atau perasaan dari satu materi yang akan kita hantarkan. Jadi, melalui ekspresi mereka, itu bisa kita katakan “oh anak ini sudah <i>get the point</i>”, gitu. Tapi belum semua point mereka dapatkan, nanti akan kita kasih media yang lain atau proses yang akan berlanjut. Nah, selanjutnya mereka akan merasa mendapatkan point-poin dari pelajaran. (Line 127)</p> <p>Hanya apa sih mbak itu namanya, biar anak anak lebih <i>huge</i>, biar lebih nyantol dari yang akan kita <i>deliver</i>, begitu. (Line 128)</p> <p>Iya. Ya, jadi penggunaan media juga anu mbak, ee kalo itu, kalo itu terus ya (tertawa), jadi sama aja. Jadi variatif mbak, ada kalanya menggunakan media banyak, ada kalanya cukup seberapa gitu ya, yang bisa situasional. (Line 129)</p> <p>Kalo menurut saya, yang paling efektif itu adalah media, begini ee tetep ya, teknisnya yang paling efektif menurut saya itu teknis nya itu anak presentasi, nah kalo media itu bisa dari mendengarkan, bisa dari melihat, seperti itu. Kemudian, dari apa yang mereka peroleh dari panca indra tersebut atau benda yang konkret kayak, atau benda yang konkret (Line 131)</p>	-	Media	English to Young Learners	
		-	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T1-127
		-	Learning Media	Teaching English to Young Learners	TEYL-LMD/ T1-128
		-	Learning Media	Teaching English to Young Learners	TEYL-LMD/ T1-129
		-	Learning Media	Teaching English to Young Learners	TEYL-LMD/ T1-131

	<p>Memakai LCD itu tidak, tidak bisa, tidak melulu seperti itu, atau presentasi tentang foto, bisa. (Line 139)</p>	-	Learning Media	Teaching English to Young Learners	TEYL-LMD/ T1-139
	<p>Bisa (Line 140) (Real Object)</p>	Tradition al Media	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T1-140
	<p>Bisa iya, he'emm (Line 141) (Pictures)</p>	Tradition al Media	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T1-141
	<p>Kalo media, saya lebih menggunakan presentasi, ee PPT, audio, emm <i>games</i> itu pakai <i>flashcard</i> (Line 168)</p>	Tradition al Media	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T2-168
	<p>Pakai <i>flashcard</i>, lalu ada <i>games powerpoint</i> yang ada kayak <i>job wordy</i>, yang ada kayak <i>template</i> nya gitu saya bisa pakek, itu sih. Jadi, <i>get attention of one</i> (Line 169)</p>	Tradition al Media	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T2-169
	<p>Eee kalo buku yang digunakan, <i>workbook</i> sih, kita ada <i>workbook</i>, tiap anak ada <i>workbook</i> gitu (Line 170)</p>	Tradition al Media	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T2-170
	<p>Kalo <i>handout</i> enggak sih, saya hanya bikin presentasinya itu aja. Karna, mereka ada, ada <i>student's book</i> nya juga, tetapi tidak semua anak memang punya. Jadi, ee saya tetep bikin presentasi (Line 171)</p>	Tradition al Media	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T2-171
	<p><i>Real object</i>, bentar, <i>real object</i>, yang waktu itu nggak semua</p>				

<p>sih, hanya beberapa aja kayak paspor umpamanya itu bisa saya tunjukkan paspor, kalo di airport gitu, yang <i>clothes</i> mungkin mereka bawa gitu bisa. (Line 172)</p> <p>Kalau film sejauh ini belum, kalau film belum,, tapi kalo video pernah. Kalau film banyak pertimbangan ee (Line 173)</p> <p>Emm, media belajar berperan sangat penting sih. Jadi, menurut saya sangat efektif, ee mambantu anak-anak, emm <i>to get the clear ideas</i> gitu, <i>get the clear description</i>. Karna mereka nggak bisa, emm apa, gak bisa, mereka kan <i>visual</i> ya, biasanya anak-anak itu <i>visual learner</i>, jadi mereka butuh bantuan ee <i>visual resources</i> untuk bisa <i>get the idea</i> juga. (Line 178)</p> <p>Maka ya saya bisa mengatakan itu efektif, ketika saya hanya menggunakan presentasi dan <i>flashcard</i>, dengan <i>games</i> umpamanya menggunakan itu, ketika <i>at the end goal</i> nya mereka bisa mengerjakan, berarti saya bisa mengatakan itu efektif. Meskipun saya tidak menggunakan semuanya seperti itu, tetapi ketika saya menggunakan, menggunakan media itu katakanlah tepat sasaran, tepat ee <i>timing</i> nya pas, ya itu bisa dikatakan efektif. (Line 181)</p> <p>Emm, <i>young learners</i> lebih ke <i>visual</i> ya, <i>visual</i> itu saya lebih bisa ke <i>flashcard</i>, atau <i>listening</i> tentu tetap dengan audio, dan ini emm <i>flashcard</i> bisa sih, <i>flashcard</i> juga bisa, tapi kalo <i>flashcard</i> harus emm kayak <i>hardcopy</i> gitu ya (Line 182)</p>	Tradition al Media	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T2- 172
	Tradition al Media	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T2- 173
	-	Learning Media	Teaching English to Young Learners	TEYL-LMD/ T2-178
	-	Learning Media	Teaching English to Young Learners	TEYL-LMD/ T2-181
	Tradition al Media	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T2- 182

T3	Bisa juga dengan ee <i>powerpoint presentation</i> seperti itu (Line 183)				TEYL-LMD/TMD/T2-183
	He'emm (Line 184) (Flashcard and Powerpoint)	Tradition al Media	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T2-184
	Kalo media itu biasanya buku, video, kemudian gambar-gambar, terus bola, itu kan kalo misalkan kita mau hafalan apa namanya, kosa-kata, atau nebak ini, main <i>role play</i> , itu bola, kalo enggak biasanya pewarna (Line 267)	Tradition al Media	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T3-267
	Flashcard iya, he'ee pernah. <i>Flashcard</i> , iya. (Line 270)	Tradition al Media	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T3-270
	Kalau realia ee agak jarang ya (Line 271)	Tradition al Media	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T3-271
	Pernah tapi nggak, nggak, nggak terlalu ini, malah jarang kalo, seringnya pakai gambar sih (Line 272)	Tradition al Media	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T3-272
	Iya, karna kalo disana sekolahnya itu bener-bener masih yang ee fasilitasnya belum lengkap ya (Line 273)	Tradition al Media	Learning Media	Teaching English to Young	TEYL-LMD/ T3-273

	Ee kalo seberapa efektif mungkin dibilang seberapa agak sulit ya, tapi ee itu lebih efektif dari pada kita mengajar cuman dengan menjelaskan (Line 280)	-	Learning Media	Learners Teaching English to Young Learners	TEYL-LMD/ T3-280
	Tidak memberikan contoh atau gambarann secara langsung ke anak-anaknya. (Line 281)	-	Learning Media	Teaching English to Young Learners	TEYL-LMD/ T3-281
	Mereka jenis buah, atau jenis pekerjaan itu ada yang bener-bener nggak tau gitu, jadi harus ditunjukkan, “oh gambarnya ini”, “warnanya ini”, gitu (Line 284)	-	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T3-284
	Ee cukup efektif sih,kalo mbak ya. (Line 287)	Tradition al Media	Learning Media	Teaching English to Young Learners	TEYL-LMD/ T3-287
	Cukup membantu juga, lebih enak gitu, ngajarkannya ke anak-anak. (Line 288)	-	Learning Media	Teaching English to Young Learners	TEYL-LMD/ T3-288
	Dari segi ee seberapa semangatnya anak-anak ketika belajar, terus nanti ketika evaluasi, emmm kita kan bisa mengevaluasi juga (Line 289)	-	Learning Media	Teaching English to Young Learners	TEYL-LMD/ T3-289

	<p>Iya, he'eee, dari cara semangatnya juga, antusiasmenya mereka (Line 291)</p>	-	Learning Media	Teaching English to Young Learners	TEYL-LMD/ T3-291
	<p>Kalo yang paling itu media gambar ya (Line 294)</p>	-	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T3-294
	<p>He'emmm, mereka jadi lebih apa yaa, ee penasaran gitu, ini gambar apa sih, gitu kan, lebih mudah juga mengingatnya. (Line 296)</p>	Tradition al Media	Learning Media	Teaching English to Young Learners	TEYL-LMD/TMD/T3-296

