

**A DESCRIPTIVE STUDY ON TEACHING ENGLISH FOR YOUNG  
LEARNER AT SD 1 POSONG IN 2013/2014 ACADEMIC YEAR**



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**ABSTRACT**

In general this study aims (1) to describe the implementation of teaching English for young learner of the fifth grade at SD 1 Posong Batang and specially to (a) the teaching techniques, (b) teaching procedure and (c) teaching media, and (2) to identify whether the teaching is in line with the principle of TEYL or not. The type of this research is descriptive qualitative research. The researcher collects the data by observing the teaching learning English for young learner and conducting an interview. The data are field note and interview script. The methods of collecting data are observation, interview, and document. The techniques for analyzing data include data reduction, data display, and conclusion and verification. The results of the research show that the teaching learning process runs well enough. In teaching English for the fifth grade the teacher used (a) translation, picture and draw the sketch, example – illustration clues, quiz, and memorize vocabulary as a technique. (b) the procedure are opening, explanation, and closing. (c) the media used by teacher in teaching English are blackboard, chalk, and any concrete object in the class surrounding. And the teaching learning process at SD 1 Posong in 2013-2014 academic year is in line with principle of TEYL.

*Keywords: young learner, descriptive study, TEYL, technique, procedure, media*

## **A. INTRODUCTION**

Teaching English has developed dramatically in the recent years because of globalization impact and everyone should understand English as their international language. The development of English education can also be seen in Indonesia, in which English starts to be taught earlier to young learner. In the past, English language was given just to students in junior and senior high school, but now English subject is given from the first grade until the sixth grade of elementary students. In elementary school, English language is still taught as a local content. Teaching English in this level is to introduce and socialize English language, and build English basic concept.

Teaching English for young learner is very much different from teaching adults in a way that they are often more enthusiastic, active, and easily adaptive than adults. Generally, primary school is the first step for children as young learner to know and understand English. Therefore, the teacher should be active and creative to choose teaching method. According to Hafield (1985) in Fauziati (2010: 92) elementary school students are children who still like playing, so the teacher is expected to be imaginative and creative in developing their teaching technique to make the English lesson more exiting.

The teacher should also consider the learner's characteristic in choosing the teaching method. As we know that children, especially students in Elementary school, they are active and creative. They can easily get bored, if the condition of teaching English process is monotonous and not creative. So the activity of teaching learning should be appropriate with principles for teaching English to young learner.

Many the principles of teaching English to young learners, but here the researcher shows only Piaget (1995). He stated that the principles are cognitive interactions principles, cognitive principle, and social interaction approach.

Teaching in line may not be appropriate with the principle for teaching English to young learner. SD 1 Posong is an elementary school in a

Posong, Batang. Overall it has 63 students, 14 of them in fifth grade. All programs in this school are implemented related to school-based curriculum (KTSP). SD 1 Posong is not allowed by government to use 2013 curriculum, and now it still uses KTSP. In teaching learning process the teacher sometimes used bilingual. It means that the teacher uses target language in giving simple instruction to students, but in explaining the material the teacher uses mother tongue in order to help students understand the material.

The researcher chooses SD 1 Posong as a research school because the researcher is interested in observing the teaching learning process for young learner especially the teaching techniques, teaching procedure, the media used and to identify whether the teaching is in line with the principle of TEYL or not.

This research has been studied before. But, here this research show to enrich the theory or research before. It will help the teacher to find the other techniques, procedure, and media in teaching English for young learner.

## **B. RESEARCH METHOD**

In this study the writer uses descriptive qualitative research, because in general the writer wants to describe the implementation of teaching English for young learner of fifth grade at SD 1 Posong Batang and specially to describe the teaching techniques, teaching procedure and media are used. And to identify whether the teaching is in line with the principle of TEYL or not.

## **C. RESEARCH FINDING AND DISCUSSION**

This subchapter discusses the finding of writer's analysis and discussion. The result of the analysis shows in the following findings:

1. The implementation of teaching English for young learner at SD 1 Posong in 2013 – 2014 Academic year

The writer did the observation since 6 January until 6 February 2014, and the writer found that the teaching learning process in the class runs well enough. The writer observed teaching learning process in the class V that consist of 14 students, 8 males and 6 females. The classroom

is big enough but the facility in the class is not complete. The condition of the class is noisy, sometimes the teacher cannot control the students.

In this observation the writer also finds the meeting of teaching English at fifth grade consists of 2x35 minutes in every week and the lesson schedule is every Thursday, but the teacher often came in the classroom and started the lesson late for about three minutes. The teacher wanted the students to be silent and ready to start learning.

a. Techniques of teaching English for young learner at SD 1 Posong in 2013/2014 Academic Year

Techniques are an important aspect in teaching. The teacher uses the techniques in order that the students clearly and easily understand the material. Based on the observation, the techniques used by teacher to fifth year students are translation, picture and draw the sketch, example–illustration clues, quiz, and memorize vocabulary. The following the description of the techniques used by teacher.

1) Translating

The technique of translating is always used by the teacher to make the student easier in learning English, especially to make students understand new vocabulary.

2) Drawing Sketch and Pictures

The teacher draws / sketch in the blackboard to some material, and teacher commands the students to rewrite in their book and the student will memorize the words. From example the teacher draws sketch of profession of their parents and the meaning. These techniques used by the teacher in order that the students easily to memorize vocabulary about profession. Sometimes the teacher also uses pictures to teach English and the picture obtained from worksheet (LKS). The teacher shows the picture in the worksheet and also mentions the name of the picture, after that the teacher commands the students to repeat after her. These techniques make the students easier to understand the vocabulary.

### 3) Example – illustration Clues

In English lesson, the teacher also gives clear explanation by making example and illustration clues based students' environment to the students before the teacher gives an exercise. It is used by the teacher in order the students can understand the material that learned in that day.

### 4) Quiz and Memorize

In final material the teacher sometimes gives quiz to the students by oral test or written test. It is used by the teacher to know the students' ability in learning English and to review the material in order the students is not forget the material.

## b. Procedure of teaching English for young learner at SD 1 Posong in 2013/2014 Academic Year

Based on the research, the procedure of teaching English for young learner, especially for fifth grade almost same with fourth and sixth grade. The writer concludes that there are three steps of teaching and learning process, namely: opening, studying section (explanation) and closing.

The first step is opening. The teacher comes into the class on time. When the teacher enters to the classroom, all of the students must have been already to join the lesson. Then the students pray together. Usually in the opening of the lesson, the teacher uses a simple word.

The second step is while teaching. At this point, the writer focused on while teaching process, such exploration, elaboration, and confirmation. Exploration is a step for the students to find the understanding materials from their knowledge. The teacher leads the students to a discussion. The discussion is connected with the material that will be taught. Elaboration is the stage that students work collaborative to get information and find solve of the problem. And



confirmation, in this activity the teacher gives confirmation and positive feedback for the students' activities.

The last step is closing. The teacher closes the meeting by asking whether the students have understood the material or no; the teacher gives reinforcement for 5 minutes, leading the students to pray and closes the meeting.

c. Media used in teaching English for young learner

Media are such things that can be used to describe the message from sender to receiver to stimulate the sense, mind, and to build the teaching learning process.

In relation what media are used for teaching English for young learner, the writer asked the teacher, and she said:

“About the media used in teaching learning English, I just use concrete object in the class surrounding, such as blackboard, chalk, and some picture that relevant”.

Based on the observation in the classroom, the writer finds that the media used by teacher in teaching English are blackboard, chalk, and any concrete object in the class surrounding. For example, when the teacher appointed male students she uses *he*, and when the teacher appoints female students she uses *she*. The teacher uses traditional way in teaching English. It is clear that the media used in teaching learning English are adequate to support the success of the students in learning process, but most children find that learning English are boring and monotonous. It is better if the teacher uses other media to make the teaching learning process more interesting. She can used language laboratory, picture and video, etc.

2. Suitability of teaching English for Young learner in SD Posong with the principles of TEYL

Based on researcher's observation of implementation of teaching English for young learner at SD 1 Posong, the implementation of the teaching is in line with the principles of TEYL.

According to Jean Piaget (1995), there are three principles of TEYL. They are cognitive interactions principles, cognitive principle, and social interactions approach.

a. Cognitive interactions principles

Children in primary or elementary school are usually in what is called the concrete operational stages of cognitive development. This means that they learn through hands on experience and through manipulation of object in the environmental. Children in primary or elementary school setting generally learn by doing. It means that when children are learning science or mathematics content they need to be actively involved in experimenting with mathematics or science material that they can manipulate.

The main point of cognitive interactions principle is that the student in elementary school learning by doing. In SD 1 Posong, when the teacher teaches theme “Mathematic” the teacher gives stimulus to the students by counting one to ten. They will know about the number if they talk and then write it. So, the teacher not only teaches about the materials but also ask the students to join in the teaching learning process.

b. Cognitive principle

The basic principles both of first and second language acquisition are that acquisition occurs through learners making and testing out hypothesis about language. Language acquisition involves the cognitive work of creative construction of the roles of the language. In term of the classroom context an implication is that the learners need opportunities to use and to experiment with another language. Another implication is that mistake is a natural and inevitable part of learning.

In teaching learning process, the teacher use Indonesian, English and Javanese. It makes the students easier to understand the target language.

c. Social interactions approach

The social interactions approach believes that the structure of human language may have arisen from the social-communicative functions. Language plays in human relations. Ellis, Filmore, Kraschen in Thomas Kral (1996: 257) putting this principle into practice would mean that learners need to talk with each other and need to have language input from other.

While explaining and do the exercise the teacher allowed the students do with friends. It stimulating to students to talk each other and get information.

#### **D. CONCLUSION**

In this chapter, the writer presents the conclusion of the study about teaching English for young learner at SD 1 Posong in 2013/2014 Academic Year.

1. In general, the goal of the teaching English for young learner at SD 1 Posong in 2013/2014 Academic Year is to introduce the English as the first foreign language. It enables the students to accept the English and be confidence in learning English to the higher level. The teaching learning process in SD Posong runs well enough.
2. The objective of teaching English for young learner at SD 1 Posong is to build the students ability in English language skill namely speaking, listening, reading, and writing.
3. The teacher uses interesting techniques such as translation, picture and draw the sketch, example–illustration clues, quiz and memorization. The teacher uses English, Indonesian and Javanese language in explaining the material and class discussion.

4. The teaching procedures used by the teacher in teaching English are opening, while teaching, and closing. That every step consists of exploration, elaboration, and confirmation. In the opening the teacher greets and explains the material, while teaching the teacher gives the main activity and the last is closing, the teacher closes the meeting by giving home work and motivation.
5. The media used by the teacher are concrete object in the class surrounding, such as blackboard, chalk, and some picture.
6. The teaching learning process in SD Posong is in line with principle of TEYL.

## **7. SUGESSTION**

The writer trying to attempt to give some suggestion related to this study. The writers hopes the suggestions are useful for the the school, the teacher, the students and the readers in general.

1. For the teacher
  - a. The teacher should use English language in teaching-learning process not only when explaining the material, but also in the daily life. It can stimulate the students to use English language
  - b. The teacher should improve and increase their ability in English by using some media or facilities to support and to make the students interested the material.
2. For the students
  - a. The students should be more active in teaching-learning process, in order to improve their ability in English.
  - b. The students should be increase their motivation to learn English language, so they can understand the material and develop the language.
3. For the other reseacher

The writer hopes that the result of this study can be used as a reference for the other researchers.

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