

**ENGLISH TEACHING TO YOUNG  
LEARNERS IN ELEMENTARY SCHOOL: (A  
CASE STUDY AT A SCHOOL IN  
WONOGIRI)**

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**Abstrak**

Dalam meningkatnya komunikasi global, Bahasa Inggris telah menegaskan dirinya sebagai salah satu bahasa yang paling utama. Penelitian ini bertujuan untuk mengetahui bagaimana implementasi pengajaran Bahasa Inggris di SD Negeri 5 Genukharjo di Desa Genukharjo, Wuryantoro, Wonogiri. Menggunakan desain penelitian kualitatif, data diperoleh dalam bentuk informasi yang dikumpulkan melalui wawancara, observasi, dan dokumentasi. Wawancara dilakukan dengan 10 responden, mencakup siswa dari kelas 5 dan guru di SD Negeri 5 Genukharjo, Wuryantoro, Wonogiri, Jawa Tengah. Data sekunder melibatkan penelitian terkait, buku, dan jurnal yang berfungsi sebagai referensi untuk penelitian ini. Hasil penelitian menunjukkan pertama, pelajaran Bahasa Inggris efektif menggunakan metode interaktif dan bahan ajar, meningkatkan persiapan siswa untuk Sekolah Menengah Pertama. Kedua, guru menghadapi tantangan termasuk waktu pelajaran yang terbatas, kebutuhan siswa yang beragam, keterbatasan sumber daya, dan kesulitan melibatkan siswa dalam pembelajaran Bahasa Inggris. Mengatasi hambatan ini sangat penting untuk meningkatkan pengalaman belajar. Ketiga, solusi mencakup peningkatan frekuensi pembelajaran, instruksi yang berbeda, pengembangan profesional, dan media pengajaran modern untuk meningkatkan keterlibatan dan minat siswa.

**Kata Kunci:** Bahasa Inggris, pengajaran, pelajar muda

**Abstract**

In the increasing of global communication, English has established itself as one of the most paramount languages. This study aims to find out how the implementation of teaching English at SD Negeri 5 Genukharjo in Genukharjo Village Wuryantoro Wonogiri. Deploying a qualitative research design, the data are in the forms of information collected using interviews, observation, dan documentation. The interviews was conducted with 10 respondents, embracing students from grades 5 and teachers at SD Negeri 5 Genukharjo, Wuryantoro, Wonogiri, Central Java. Secondary data includes related research, books, and journals that serve as references for this study. The result shows firstly, English lessons effectively utilize interactive methods and teaching materials, enhancing students' preparation for Junior High School. Secondly, teachers face challenges including limited class time, diverse student needs, resource constraints, and engaging students in English learning. Overcoming these obstacles is vital to enhance the learning experience. Thirdly, solutions encompass increasing lesson frequency, differentiated instruction, professional development, and modern teaching media to boost student engagement and interest. These measures aim to enhance the overall English language learning experience for young learners

**Keywords:** English, teaching, young learners

## 1. INTRODUCTION

English has been part of the educational landscape in this country for a considerable period, spanning from high school to university levels. However, this extended exposure to the language does not guarantee a smooth learning experience for students. The challenge intensifies when English education is situated within the context of rural schools, primarily due to the palpable deficiency of resources and a conducive learning environment. Rural schools, in contrast to their urban counterparts, face limitations in offering English learning opportunities and access to English-related information. Consequently, students in rural settings often grapple with a lack of proficiency in English, leading to waning interest in the subject. This study aims to delve into the specific hurdles encountered in the process of learning English within rural schools. These schools are commonly marked by inadequacies in various facets of their facilities, including limited learning materials, insufficient classrooms, and a lack of access to the internet, which has become a ubiquitous tool for educational resources. Furthermore, the availability of suitable school buildings remains an ongoing issue, with some schools being unable to conduct classes during the rainy season. Moreover, the frequent changes in curricula pose a significant challenge for both teachers and rural schools as they endeavor to adapt to new educational guidelines. For instance, the implementation of the 2013 curriculum presents a substantial obstacle for teachers and students in rural settings, as it emphasizes a student-centric, scientific learning approach, which contrasts with the predominantly teacher-focused traditional teaching style in these contexts

Several studies have examined various aspects of English language teaching to young learners. Astutik et al. (2019) investigated the application of the Total Physical Response (TPR) method in teaching English vocabulary to young learners, revealing variations in its implementation among teachers. Fatmawaty et al. (2017) explored topic-based instruction in elementary English classes and found positive student responses, leading to the development of teaching materials. Both studies are focus on specific teaching methods and approaches in English language instruction for young learners, meanwhile this research uniquely explores the utilization of teaching materials, media, and methods in rural school settings, shedding light on the need for creative strategies and resources to enhance English learning to young learners.

Mubarok (2016) delved into strategies employed by English teachers in teaching reading to young learners, highlighting the importance of suitable approaches. Pitriana et al. (2018) proposed using cartoon movies as a media for teaching vocabulary to enhance motivation and engagement. Swaty (2019) examined the Total Physical Response method's effectiveness in improving young learners' English vocabulary, revealing significant improvements in student achievement. The studies delve into specific teaching strategies and approaches, your research explores the practical application

of resources and methods within a distinct educational context while this study emphasis on the integration of teaching materials, media, and methods within rural school environments for enhancing English language learning among young learners.

## **2. METHODS**

The research design employed for this study is qualitative in nature, with the primary objective of delving into and comprehending the perspectives of individuals or groups regarding social issues (Creswell & Guetterman, 2018). This research aims to evaluate the implementation of English language instruction for young learners at SD Negeri 5 Genukharjo. The participants in this study consist of classroom teachers who are also responsible for teaching English at SD Negeri 5 Genukharjo. Data assumes a pivotal role in research, serving as the foundational basis for researchers to draw conclusions and formulate theories (Sutopo, 2002). Data collection for this study encompasses both primary and secondary data sources. Primary data is acquired through interviews with 8 respondents, specifically students from grade 5 at SD Negeri 5 Genukharjo, located in Wuryantoro, Wonogiri, Central Java. Secondary data encompasses related research, books, and journals that serve as references for this study. Data collection techniques encompass interviews, observations, and documentation. Qualitative data analysis is employed in this study to delve into the depth and complexity of the gathered data. The data analysis approach adheres to a systematic framework that involves data reduction, data presentation, and drawing conclusions or verification. This approach provides a methodical process for organizing and interpreting qualitative data”.

## **3. RESULT AND DISCUSSION**

### **3.1 Implementasi English Lesson for Young Learners at the fifth grade of SD Negeri 5 Genukharjo**

In the pedagogical process, educators employ various instructional techniques, including those such as the "describing pictures" method and the utilization of English songs. These strategies are employed with the aim of fostering effective learning experiences tailored to the specific needs and developmental stages of young primary students.

Based on the observation, teaching using the "describing pictures" method begins with displaying an image on the LCD screen. The image can be selected based on the current lesson topic, for instance, if we are learning about animals, pictures of various animals can be used. Then, the teacher instructs the students to describe the picture in English. The teacher may provide guidance or ask questions to help the students describe the image, such as "What do you see in the picture?" or "Can you describe the colors and shapes?" This aids in developing their English vocabulary and speaking skills.

Numbering time of English teaching at the fifth grade was once every week which is on

Tuesday. At SD Negeri 5 Genukharjo English lesson has not more time for teaching process. It is same with other lesson in numbering time, but it is not problem to make students mastering English lesson by using appropriate methods. Back to the goal of English teaching and learning process at SD Negeri 5 Genukharjo is after graduating from there students are ready to get more various materials in Junior High School. Based on observation at SD Negeri 5 Genukharjo, English teacher used the textbook which was published by Yudistira Publisher, the textbook was chosen, interview with Mrs. Dian, the English teacher, on November 23 th, because it was prepared specifically for teaching young learners. The textbook consists of colorfull and interesting pictures. It makes students more interested to read the book. The textbook had been made by considering the needs of young learners. So, the materials in textbook were accordance with what to be learned by young learners. Language materials covered in English lesson for needs. The themes were taught to the fifth grade students. The book is completed with the points for making lesson plan and syllabus, so that the activities can be done well. The activities which had done are fit for young learners at the fifth grade of SD Negeri 5 Genukharjo Mijen in the academic year of 2022/2023 were arranged by Yudistira Publisher

### **3.2 The Problem faced by teachers in teaching English at SD Negeri 5 Genukharjo**

The interviews revealed several key findings regarding English language teaching at SD Negeri 5 Genukharjo during the Academic Year 2022/2023. Firstly, the limited one-hour-per-week English lesson allocation is inadequate for comprehensive language learning, as young learners require consistent exposure to develop their skills effectively. Secondly, diverse learning needs and styles among fifth-grade students necessitate adaptable teaching methods. Additionally, a lack of adequate teaching resources and materials, primarily relying on one textbook, prompts teachers to supplement materials with additional resources to engage students. Lastly, addressing the challenge of students' lack of interest in English calls for employing interactive and non-monotonous teaching methods and media to create an engaging and enjoyable learning experience.

### **3.3 Solutions utilized to address the challenges in teaching English at SD Negeri 5 Genukharjo**

The interview shed light on several solutions to address the challenges in teaching English at SD Negeri 5 Genukharjo in Genukharjo Village, Wonogiri. First, increasing the frequency of English classes was proposed as a means to combat the challenge of limited class time. Extending the number of hours or lessons per week can provide young learners with more opportunities for language practice. Additionally, teachers can cater to diverse learning needs through differentiated instruction, adapting methods and materials to individual student preferences and proficiency levels. Providing regular professional development workshops and training sessions for teachers equips them with updated teaching strategies and methodologies, including the effective use of technology and interactive activities. Lastly, incorporating digital methods like the use of LCD screens and YouTube

videos was suggested to enhance student engagement and attentiveness, addressing the issue of students' lack of interest in learning English. This approach involves integrating modern media, educational apps, and entertainment elements, such as stories and songs, into the curriculum to make English learning more appealing and interactive for young learners.

#### **4.CLOSING**

In the context of English language teaching and learning at SD Negeri 5 Genukharjo during the Academic Year 2022/2023, the study's findings address four key research questions as follows: 1) English lessons effectively utilize methods like "describing pictures" and materials from Yudistira Publisher, creating interactive and enjoyable learning experiences tailored to young learners. Teaching media, including slides and audio aids, enhance the program's effectiveness in preparing students for Junior High School with a focus on foundational language skills. 2) Significant challenges faced by teachers include limited class time, diverse student learning needs, constrained resources, and engaging students' interest in English. Overcoming these obstacles is crucial to improve the English learning experience. 3) To address these challenges, solutions have been implemented, such as increasing lesson frequency, differentiated instruction, teacher professional development, and integrating modern teaching media to enhance student engagement and interest in English. These measures aim to enhance the overall English language learning experience for young learners at SD Negeri 5 Genukharjo. To ensure the successful execution of the teaching and learning process, it is crucial to harmonize it with a well-adapted lesson plan, accounting for the classroom context and student characteristics. Additionally, while the primary textbook caters to young learners at the fifth grade of SD Negeri 5 Genukharjo, it is essential to assess its appropriateness, prompting teachers to supplement their instruction with diverse reference materials to enrich the learning experience

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