

**THE IMPLEMENTATION OF TEACHING ENGLISH FOR YOUNG  
LEARNERS AT THE THIRD GRADE OF SDN 018 SAMARINDA  
IN THE 2012/2013 ACADEMIC YEARS**

Oleh :

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**ABSTRACT**

*This study focused on the implementation of teaching English for young learners at the third grade. Implementation means application process of idea, concept, and policy or innovation in practical act that gave impact and also change in knowledge, skill, value, and attitude (Kunandar, 2007-233).*

*The purposes of this study are intended to find out the implementation English teacher teach English for young learners and the problems faced by the teacher in the process of teaching and learning English for young learners of SDN 018 Samarinda.*

*The researcher conducted the observation for three meetings in the third grade of SDN 018 Samarinda. The researcher used steps in collecting data: (1) Doing the observation by using the teacher observation form as a guide, and (2) Conducting the interview to the teacher. To analyze the data, the researcher consist of three concurrent flows of activity in the model: data reduction, data display, and data conclusion drawing/verification.*

*The result in terms of implementation of teaching and learning process, the teacher has different way and result in observation. The results of teaching and learning depend on teacher' process of ideas, concept, policy or innovation, knowledge, skill, value and attitude in the way of teaching method and the problems faced by the teacher teaching English for young learners were 1) Facility for English teaching. 2) The large number of the students in the classroom in doing the exercise. 3) The students' parents who do not support their children in learning English.*

**Key Words : implementation, teaching, young learners**

## I. INTRODUCTION

### 1. Background of the Study

The researcher tried to classify the reason why this Phenomenon appears. First, the common people believe that children age is golden time to acquire language. It derived from the Problem of the adult that learn English with hard. It is also supported by language learning is facilitated when the learner's cortex is still flexible and plastic, making language acquisition faster and easier. Young learners, it is further believed, are superior in language learning than adults. These beliefs give rise to what is known as the younger is better hypothesis. Second, With the English language becoming the world's lingua franca, the international language of science, technology, international business, and politics this reason force the parent to think about their son's future. English penetrate into all aspect of the life so that it is an obligation to put their child to learn it since young age. The parents now think that their children must start learning English since young age. All of the cases above are not as easy as we see. Teaching English to young learners has many aspects disturbing in practicing process such as children characteristic. Children characteristic influence the result of teaching learning process. Inside of class room teacher must know what problem will be appear so that the teacher can overcome the problem may appear.

Therefore, this studied would like to investigate the English teaching and learning process implemented by the teacher at Elementary School in Samarinda. Sinaga in Sadtono (1997:173) also states that it is important for the English teachers to have at least two qualifications: (1) English proficiency, and (2) a teaching qualification. The first qualification is very significant because the teacher will be a model for his/her students. The second qualification includes a sound of knowledge of how to teach children and the ability to implement it in class.

### 2. Statement of Research Problem

In line with the purpose of the study, this research attempts to address the questions as follows:

- a. How does English teacher teach English for young learners at the third grade of SDN018 Samarinda?
- b. What are the problems faced by the teacher in the process of teaching and learning English for young learners at the third grade of SDN 018 Samarinda?

### **3. The objective of the Study**

This study is aimed to investigate the implementation of English teaching and learning process done by the English teacher at the Elementary School students in Samarinda. More specifically, it covers the opening of the teaching and learning process, the use of teaching method, the delivery of material, classroom management, and closing. A teacher should do several things to make the teaching and learning process successful, among others to do with the opening the teaching and learning process, the use of teaching method, the delivery of material, classroom management, and closing.

### **4. Scope and Limitation of the Study**

- a. The focus of this study is teaching strategies in classroom. Teaching strategies include teaching techniques and ways teacher explain material in the classroom. The strategies include opening strategies, explaining strategies, and closing strategies. It is ideally that teacher have to prepared the instruction, implement the teaching and learning process in the classroom, and assess their students' achievement.
- b. The subject of this study is an English teacher at SDN 018 Samarinda.
- c. The design of this study is classroom-based observation research. In the classroom-based observation, the researcher observes and reflects the interaction in the classroom, that focus on the ways or techniques the teacher uses in teaching English.

### **5 . Significance of the Study**

The significances expected from this study are:

- a. This research add the input about teaching learning process to the reader especially English teacher and English students.
- b. This research can add our knowledge in language teaching especially in English.
- c. This research is also expected to provide teacher with information particularly about the implementation of teaching strategies for young learners.

## **II. REVIEW OF THE LITERATURE**

### **1. Characteristics of Young Learners**

The characteristic of young learners mentioned by Clark (1990: 6-8):

- a. Children are developing conceptually: they develop their way of thinking from the concrete to the abstract thing.
- b. Children have no real linguistics, different from the adult learners that already have certain purpose in learning language, for instances, to have a better job, children rarely have such needs in learning a foreign language. They learn subject what school provide for them.
- c. Children are still developing; they are developing common skill such as turn talking and the use of body language.
- d. Young children very egocentric, they tend to resolve around themselves.
- e. Children get bored easily. Children have no choice to attend school. The lack of the choice means that class activities need to be fun interesting and exciting as possible by setting up the interesting activities.

## **2. Teaching Approaches for Young Learners**

According to David Paul (2003), Many approaches have had an influence on the way EFL is taught. Sometimes this influence has been clear and specify, and sometimes it permeates almost every aspect of a lesson.

- a. Behaviorist Approaches
- b. Input Approaches
- c. Humanistic Approaches
- d. Constructivist Approaches

## **3. Implementation of Teaching and learning process**

The implementation of teaching and learning process in this study cover the opening of the teaching and learning process, the use of teaching method, the delivery of material, and closing. Teacher should do several things to make the teaching and learning process successful, among others to do with the opening the teaching and learning process, the use of teaching method, the delivery of material, and closing, Sudjana (1989).

## **4. Learning Process**

The learning process of English in Elementary School, as suggested by Brown (2001); firstly, relevant to the stage of students' intellectual development, should be centered on "here and now". Secondly, teachers should have a variety of activities to keep interest and attention alive, teachers need to be animated. Students can easily get bored, losing interest after ten minutes or so (Harmer: 2001). Thirdly, Children are more sensitive to anything that touches the senses; they reach easily to physical object (Sukayadi: 2006).

According to Musthafa (2007) there are at least three challenges that should be faced by children to learn English as foreign language in Indonesian Elementary School . They are (1) the students are lack of social uses of English language in real life. (2) Related to the way English words are written as opposed the way the words are pronounced. (3) There have been widely-held wrong assumptions that children learn things exactly the same way adults to do. Van Lier (1996) suggested that language learning is the cumulative results or sustained effort and engagement over time, with continuity being central.

#### **5. The Use of Teaching Method**

Teacher has their own ways in teaching and learning process to make their classes successful. Teaching method plays a significant role to create the teaching and learning process meaningful. The use of the right method will much depend on the goal, content, process and activity of teaching and learning. In terms of teaching method, there are several methods which are commonly used by teachers such as discussion, demonstration, question and answer, and speech.

#### **6. The Delivery of Materials**

The material is the content that will be transferred to the students based on the curriculum that is used. In delivering the material, the teacher needs to start from the easy to the more difficult material. To help developing students' language skills, the teacher is also expected to be the model of using the language especially in speaking, writing, reading, and listening. (Carter and Nunan: 2001). It means that the teacher needs to provide a model for the students to enable them aware of what they are expected to do. In terms of speaking, Fillmore (1991) found that children who are successful in acquiring English interact directly and frequently with people who know the language well. Such expert speakers not only provide access to the language, they also provide clues as to how to combine and communicate ideas, information, and intentions.

#### **7. Classroom Management Ideas**

Classroom management is an effort that must be made by the teacher to get an optimal condition in order to perform the learning activity as what it is expected. Management cannot be separated from instruction.

This is relevant to what John Jarolimek (1981:78)) said that management and instruction are two sides of the same coin we called teaching. In other word, management plays a very important role in teaching activities. Regarding to this, Capel et al (1997) as

quoted by Waring (1999:103) in Fetty (2006) describes that Effective classroom management is essential to effective learning.

## **8. Teaching Strategies**

According to Toohey in Novelina (2011), teaching strategy is as all of the activities and resources that a teacher plans in order to enable students to learn and would add for achievement of particular educational purpose. Teacher's activities includes information presentation, student's assignment and activities, teaching, and learning materials which will be used separately or together as proofs for the student's progress as well as the way they will be identified and measured. For example teacher activity could be performed by means of another media such as printed materials, movie computer, etc. Moreover, Biggs (1987) explains that teaching strategy refers to work successfully done in a particular group of students, on a particular assignment for particular knowledge and skills acquisition in a particular context, is not necessarily as effective in another context, with another group of students, on another assignment fulfillment. If we presume that teaching is more art than application of a theory into practice, we would deny existence of some patterns in educational practice that could be predicted, designed, followed, managed, and described.

## **9. Assessing Students' Achievement**

Assessing reflects the way teachers absorb the information and evidence related to students' learning, and how they use it to inform their future lesson, whether this is the next task or series of tasks. The main focus of this form of assessment is to identify errors, difficulties, and shortcomings in students' work. It also informs the teacher of the nature of evidence and information needed to improve students' future learning outcomes (Nichollis, 1999:117). According to Nichollis (1999:119), assessment has many faces and can be used for a variety of purposes.

## **10. Assessing in the classroom**

In assessing students in the classroom, as Tyler in Nunan and Lamb (1996) as cited in Fetty (2006) argues it should be focused on the learning process rather than products.

## **11. Remedial**

There are two types of remedial; remedial teaching and remedial test. But in this study, the researcher only discussed about remedial teaching which is employed by the teacher. Remedial teaching, according to Arikunto (1988) in Fetty (2006) is an activity given to the students who have not mastered the material that has been explained by the teacher in order to promote students'

mastery level toward the material. As suggested by Nunan and Lamb (1996), when students do not understand, they are re-taught. To do the remedial, the teacher should consider the characteristics of the material whether it is difficult or easy, and the number of students who should follow this activity.

## **12. Previous Studies**

The following section discusses some studies related teaching English at Elementary school. Three studies are available for the discussion. The first study is conducted by Budiharso (2004), a lecturer in English Department of Mulawarman University. He observed one of elementary school in Samarinda. He observed about the teaching strategy used by English teacher, source of learning and teaching constraints in the school. The design of his study was classroom action research. The instrument of his study was the researcher himself.

## **III. METHODOLOGY**

### **1. Research Design**

The design of this study is classroom-based observation. In classroom-based observation research, the researcher comes to class, observes classroom interactions and reports the facts as it occurs. In this research, the researcher tried to explore the implementation of teaching strategies for young learners at the third grade of SDN 018 Samarinda in Academic years 2012/2013..

In this study the focus of observation is teaching English for young learner. The subject of this study is an English teacher of SDN 018 Samarinda who teaches in the third grade students of SDN 018 Samarinda. Data collected using observation sheet and record. The researcher uses interview to the teacher and observation about teaching learning in the classroom. Data are analyzed in qualitative model using interactive process from Miles and Huberman in Kamsiah (2013). The interactive process, three step analysis are conducted: data reduction, data display, and verification and conclusion drawing.

### **2. Research Subject**

The subject of this study is an English teacher at the third grade of SDN 018 Samarinda. The teacher is female, graduated from Mulawarman University. She has been teaching at the school for five years. She has experience in teaching English for vocational school from the third, fourth, and fifth grade. The class observed is one class, namely 3 C. The numbers of the students in the third grade is 43 students. In this research, the English teacher and the

43 students are considered as the research subject. But, because the focus of this research is teaching English for young learners, the researcher focuses to look at the strategies used by the English teacher when teaching to the 43 students.

### **3. Research Instrument**

There are three kinds of instrument used to collect the data in this study include: observation guide, interview guide, and record. Observation guide is used to see as the guidance of observation. The observation is focused on the process of teaching from opening, explaining, and closing. To complete the observation, the researcher used recorder using tape-recorder. The next instrument is interview guide. Interview is used to explore more detail information on teaching strategies used by the teacher. The Interview consisted of background of the study, background of teaching experience, strategies normally used by the English teacher, and steps to solve problems in teaching.

### **4. Techniques of Data Collection**

In data collections technique, data of this study was information on types of teaching strategies and what are the problems faced in the process of teaching and learning strategies. Data were collected using observation techniques and interview techniques. The researcher use descriptive qualitative. The researcher presented the opening teaching and learning process, the use of teaching method, the delivery material and the closing in teaching learning process. The researcher takes all of the data using the following methods:

- a. Observation
- b. Interview
- d. Data Analysis Techniques

Method of analyzing the data is very important factor in determining the quality of the data after all the data collected, checked and selected, the researcher choose the technique of analyzing the data suitable with the research in the study. The research presents the opening teaching and learning process, the use of teaching method, the delivery material and the closing in teaching learning process. The data of the research takes from information, activity in the classroom and materials.

Procedures of data analysis in this study use interactive model of analysis from Miles and Huberman in Kasmiah (2011) present the definition of analysis as consisting of four concurrent flows of activity: data collection, data reduction, data display, and verification and conclusion drawing.

## **IV. DATA PRESENTATION AND ANALYSIS**

### **1. Data from Observation**

Data from observation described based on the central domains which have been the focus of the study, concerning the opening of teaching and learning process, teaching method, the delivery of material, classroom management and closing; in the implementation of teaching and learning process and in assessing the students' achievement. The data observation from each class presented below.

### **2. The implementation of teaching and learning process**

The implementation of teaching and learning process, several aspects described regarding the opening, the use of teaching method, the delivery of material, classroom management, and closing.

### **3. Observation 1**

The result from teacher observation from showed that there were some points that the teacher was not done in the classroom activities. Here some explanations about the fact that in the beginning of the class, teacher come late to the class and wasted time about 10 minutes, the teacher never brought a formal lesson plan.

In relation to teaching method, the teacher dominantly applied a demonstration method, and question - answer method. She explained the topic of the lesson, asked students some questions related to the topic, and at the end come to some tasks. For demonstration method, the teacher presented the material to the students by demonstrating the process, situation, along with oral explanation.

### **4. Observation 2**

The result from the teacher observation form showed that there were some point that the teacher was note do in the classroom activities. Here some explanations about the fact that in the beginning of the class, she brought only one marker, so that sometimes he seemed upset when the ink of the marker almost ended. The teacher commanded the students to do greetings.

In relation to management, the teacher not having a good classroom management. She focused and spent his time much more to his teaching rather than that of paying attention to his students. Based on my observation, the class was so noise and busy when the teacher was explaining the lesson.

## **5. Observation 3**

The result from teacher observation from showed that there were some points that the teacher was not done in the classroom activities. Here some explanations about the fact that in the beginning of the class, the teacher brought some preparations to the class such as lesson plan, syllabus, and a book of recording students' achievement.

In the opening of teaching and learning activity, the teacher checked her students' presence and listed the name of students who were absent. This is relevant to what Sudjana (1989) recommended that asking the presence of the students and list the name of students who were absent belongs to the opening activity. Furthermore, Usman (1991) urged that the opening gave positive effect to the teaching and learning activity. In other words, openings play an important role in the teaching and learning process.

## **6. Teachers' methods in assessing students' achievement**

This section showed on teachers' methods in assessing students' achievement. The aspects that discussed under this heading are assessing in the classroom, and conducting the remedial.

- a. Observation 1
- b. Asessing In the classroom
- c. Conducting remedial
- d. Observation 2
- e. Assessing in the classroom
- f. Conducting Remedial
- g. Observation 3
- h. Assessing in the classroom
- i. Conducting Remedial
- j. Interview Data

Like data from observations, data from interviews was be presented in several themes to do with the opening of teaching and learning process, teaching method, the delivery of material, classroom management and closing; in the implementation of teaching and learning process and in assessing the students' achievement. Data from interview supported the data from observations. The complete responses of each teacher are presented in appendixes

## **7. The implementation of teaching and learning process**

Regarding to opening of teaching and learning process, interview data indicate that the teacher checked students' presence before starting a lesson as explained. Different from the teacher greeted her students, prayed to God, and checked students'

presence. The researcher noticed that the observation 1 and 2 were inconsistent.

#### **8. Teachers' methods in assessing students' achievement Assessing in the classroom**

In relation to assessing students in the classroom, based on interview data, the teacher said that; "saya memberi pertanyaan, quiz, begitu selesai menjelaskan pelajaran, dan juga memberikan latihan".

#### **9. Document Analysis**

Like data from observation and interview, data from document analysis was also useful to prove whether teachers have documents in their teaching or not. These documents supported the data from observation and interview.

The documents that were analyzed in this study, covered; Syllabus of Teaching, English Text Book , Book of recording students' grades, Calendar of Education, English Dictionary, and Lesson Plan.

#### **10. How English teachers teach young learner**

The data with regard to the research question number 1, i.e. how English teachers teach young learner, is discussed in this section. The data was taken from classroom observation In term of plan and preparation, the the teacher plan and prepare the instruction before the teacher teach. The preparation simply can be seen from whether the teacher have prepared the activities to support the lesson, whether the teacher master the material, what kind of teaching aids the teacher used, whether the process of teaching and learning run smoothly and effectively.

#### **11. Problems faced teaching young learner**

The problems faced teaching young learner of elementary school in teaching, is discussed in this section. The data was taken from the interview. The teachers' problems cover lack of facility for English Teaching; the large number of students in the classrooms so that it is hard to control the students in doing the exercises; and the students' parents who do not support their children in learning English. In addition, the environment where the students communicate each other is also a problem in socialization English

## **V. CONCLUSIONS AND SUGGESTIONS**

### **1. Conclusions**

This study investigates the implementation of teaching young learner. From the results and discussions in the previous chapter, several conclusions can be drawn.

With regard to the first research question, how teacher teach young learners, there are activities which can be said to be the most popular because the students were almost always carried out by the teacher. There is starting the class straight to the topic, reading aloud texts in front of the class, explaining grammatical aspects and vocabularies related to the texts giving pronunciation drills and correcting students' pronunciation, applying classical and small group discussion, applying copying technique to practice writing, and applying part of the exercises in the text book with some necessary changes.

The classroom observation shows a different situation from the observations. The classroom observation indicates that the teaching and learning activities of English in the school was not consistent with what the teacher claimed in the interview. Reading and writing activities dominated the classroom activities rather than listening and speaking activities. It means that the students did not have enough opportunities to practice their English, or used English in communication data.

In relation to the second research question, what problems the teacher face teach young learner in the process of teaching and learning at the elementary school, the problems mostly identified by the teacher as the own problems were lack of facility and lack of parents' attention support to their children in learning English. This occurs most likely because of the economic and social background of the students which are considered under average. The big class also becomes a problem for the teacher in teaching English because the teacher get difficult to control the students. Perhaps, this occurs because the number of classroom is not enough to hold the amount of students.

### **2. Suggestions**

From conclusions above, there are some suggestions which are noted:

For the next study, it will be better if the study can be conducted with longer time in order to gave contribution in another context. This study is conducted in Elementary Schools, the teacher teach English used textbook oriented. Therefore, for further study, it will be better if it is conducted in two schools so that we can see the difference between those schools, especially related to the implementation of teaching young learner to Elementary School.

The prospect researcher can consider to do the research not only observe the implementation but also facilities, material, etc.

Regarding to problems faced by the teacher, the teacher have to have a good class management so that they can handle the class easily and the process of teaching and learning activity can ran smoothly. The teacher also have to consider how far the topics are stated in the syllabus can fulfill the students' interest in learning will grow if the material meets the needs. Beside that, the school needs to make a strict regulation about the time schedule so that, the class can start and end on time. If the class can start on time, the teacher can maximize the time and produce an optimum students' achievement.

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