# TEACHING AND LEARNING ENGLISH FOR YOUNG LEARNERS: STUDENT-TEACHERS' VIEW

## THESIS



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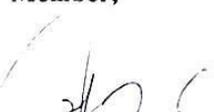
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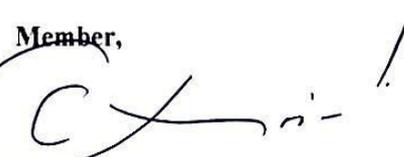
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# ABSTRACT

There are many issues related to teaching and learning English for young learners. It is a widespread assumption that the earlier someone learns a foreign language, the better he or she will be. This research aims to find out the students' perception toward issues in teaching and learning English for young learners. Semi-structured interview was used in this research to gain the data. The participants of this research were chosen purposively, they were 12 students of English Department who had taken EFYL course and have experience in teaching young learners. The result shows that the participants agreed that English is taught in the early age because young learners are easy to remember the vocabulary that will make them easy to master the language, Then, young learners are better at learning a new language because they have high self-confident rather than that of adults. Next, using interesting learning activities or fun learning would make easier for teachers to motivate young learners and they will get good results of mastering English language when they have a good interesting in English and supported by the environment around them. Furthermore, the teachers of young learners should have special training in order to manage the class and to provide interesting learning activities.

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# CHAPTER I

# INTRODUCTION

This chapter presents the background of the study, the research questions, the aim of the study, the significance of the study and the terminology to provide a better understanding of the study.

## A. Background Of The Study

Teaching English for young learners is an activity to teach a foreign language at an early start or young age. It aims to develop children to be able to compete globally by using the English Language as the basis, considering English language is a global or international language. Initially English began to be taught at the junior high school level until the university (Suharjati, 2010). In this case, there are many issues related to teaching English for young learners. Widespread assumption the earlier someone learns the foreign language, the better he or she will be.

According to Paradis (2004) and Johnstone (2009) as cited in Damar, Gürsoy & Korkmaz (2013) from an early start of teaching foreign language there are some advantages : young learners gain language more easily, especially sound systems, they also can develop implicit competencies because they can rely on natural acquisition processes, they are less anxious and better at getting the sound and rhythm of the target language. In addition, they have more time to learn the

target language. Finally, someone will get a final benefit for improvement over the time if he or she starts early to learn a language.

Brown (1994) divides the age of a second language learner or a foreign language into three age groups: children, adolescents, and adults. He mentioned that the difference between children and adults is the time of puberty, while the adolescent group he categorizes as a transition from childhood to adulthood. In teaching English for young learners classes there was also some method for teaching young learners with specific methods to be more interested for young learners in learning English Language.

Study on young learners learns a foreign/second language has been conducted by the previous researcher. Damar, Gürsoy & Korkmaz (2013) investigates *Teaching English for Young Learner: Through The Eyes of EFL Teacher Trainers.* Their research was focused on the teacher trainers view about the starting age for L2 learning and the appropriate methodology for Teaching English to young learners. They used survey-type data collection to collect the data. The result showed that EFL teacher trainers prefer language education to start at the first stage of primary school and even earlier during pre-school and emphasized the importance of appropriate methodology and assessment techniques that are in accordance with the cognitive, emotional, and physical development of children.

Theoretically, teaching and learning English as a foreign language in an early start is aim to introduce to young learners that there are languages other than mother tongue and national language that need to be learned. However, this raises

the pros and cons of language learning experts. Some argue that language learning will be better if it starts early. As Cameron (2001) said that young learners are better at learning a second language than adults. In line with Lenneberg (in Krashen, 1988) as cited in Sutarsyah (2017) states that biologically young learner's brain elasticity is still high, which mean that every young learner is very easy to master any language. In other hands, there are also opinions which say that language learning is not always good if it starts early. As Harley in Cameron (2001) states that older learners are faster in learning grammar of the foreign language than young learners.

Opinions about the issue of teaching and learning English for early childhood also came from one of the parents. Yessica in Kompas.com (2010) states "now is the era of globalization, all things use English. It would be better if they taught English early. Otherwise, they would not be able to face global competition". In contrast, psychologists and lecturers of the psychology faculty at Tarumanegara University, Triatri in Kompas.com (2010) says "I agree more if parents in Indonesia teach their children Indonesian first. If the language is truly understood, then introduce foreign languages. So that the child does not mix the language and finally the way of thinking becomes chaotic."

There are 8 issues related to teaching and learning English for young learners are discussed by students at English Language Department of UIN Ar-Raniry. They are, young learners learn better, children and adult learn in the same way, it is easier to motivated young learner, children learn and develop in a different way and at different rate, adults have larger concentration span, teachers

of young learners need special training, FLL at school should start early, children who learn language before adolescent are more likely to have native-like pronunciation, and children only need to learn simple language and topic. The proof can be seen when EFYL is stipulated as a new elective subject for English Language Department students in Faculty of Teacher Training and Education of UIN Ar-Raniry. This subject began to be included in the 2014 curriculum. It was first taught in the odd semester of 2017. EFYL course aims to develop knowledge about young learner and practical skills which are required to teach young learners effectively because teaching to young learners is quite different from adults. (*Syllabus English for Young Learners, 2009*)

Based on the above explanation, it seems that students who have taken EFYL course also have different perceptions regarding issues of teaching and learning English for young learners. That's why the researcher is inspired to do a further study to know the opinion of students who have taken the EFYL course about issues in teaching and learning English for young learners.

### B. Research Question

Based on the background above, the researcher formulates a research question; what are student-teachers' view on teaching and learning English for young learners?

### C. The Aim of The Study

The aim of this study was to find out what are student-teachers' view toward teaching and learning English for young learners.

**D. Significance of The Study**

The findings of this study are significant because this study investigates the student-teachers' view or perception about teaching and learning English for young learners. For teachers, this study could help them in understanding the character of young learners. So, they can determine the approach when taught English language to young learners.

**E. Terminology**

**1. Teaching and Learning English for Young Learners**

According to Oxford dictionary (2008), Teaching is an activity to give somebody knowledge, lesson, skill, etc. While learning is gaining knowledge or skill in a subject or activity. So, teaching and learning are processes in giving and receiving knowledge in an educational context. Then, Nunan (2010) believe that young learners are children between five to fifteen years of age. based on these definitions we can conclude that teaching English for young learners is guiding and facilitating young learners in aging five to fifteen years old, for their activities in learning, knowing, and understanding English language. However, in this process, several issues emerged. These issues also discussed in English for Young Learner (EFYL) class. It is a new elective subject for English language department students in Faculty of Teacher Training and Education of UIN Ar-Raniry.

This research focus on 4 issues of teaching English for young learners that are an early start of teaching English language, young learners are better at

learning English than adults, it is easy to motivate young learners to learn English and the teachers of young learner should have special training. These issues may cause different perceptions among students who have taken EFYL course at English Department of UIN Ar-Raniry.

## 2. Student-teachers' View

According to Oxford Dictionary (2008), view is a personal opinion about something that used when we are talking about whether can see something or whether something can be seen in a particular situation. In addition, Robbins (2004) view or perceptions can be defined as a process of regulating and interpreting their sensory impressions that aim to give meaning to the environment by an individual.

Students here mean the student-teachers of English Department of Faculty of Education and Teacher Training. According to Oxford Dictionary students is a person who study at a college, a university or sometimes at school. Therefore, in this research, the researcher asks the view or perception of student-teachers who have taken English for Young Learner (EFYL) course which have experience in teaching young learners about several issues in teaching and learning English for young learners.

# CHAPTER II

# LITERATURE REVIEW

This chapter presents about the relevant studies, the definition of young learners, characteristic of young learners, teaching young learner, learning a foreign language and the description of students view.

## A. Relevant Studies on Teaching English for Young Learners

There were many previous research about teaching a foreign language to young learners that have been conducted around the world. In other words, this is not the first research which focuses on teaching English to young learners.

The research that has been done by Elhaj from the College of Sciences and Arts, Taif University, Saudi Arabia is similar to this research. His research aims to show the importance of learning English by young learners. He used questionnaires that administered to 50 EFL Saudi teachers who teach at the basic school in Raniah-Taif in the academic year 1436-1437 to help in evaluating the using new methods and techniques in teaching young learners. The result of this study shows that teachers of EFL used a large number and wide variety of activities in their classes. In teaching young learners the teachers prepare lessons, tests, supplementary materials, homework, and they mark tests and homework. The teacher addressed their problems by introducing strategies to regulate behavior. (Elhaj, 2016)

Another research has ever been done by Al-Mahidi, a student of King Saud University, Riyadh, Saudi Arabia. The research conducted at Kingdom of Saudi Arabia. It aimed to investigate EFL elementary school teachers' perception of their own readiness to teach young learners. In this research, the researcher used questionnaires. It was distributed targeting 114 responses from both male and female EFL teachers from different cities of the kingdom of Saudi Arabia. The finding revealed that most of the EFL teachers were not fully ready to teach at elementary level since more than half of them did not receive enough pre-service nor in-service training concerning young learners' teaching. The study also surveyed the teachers' perception of their own needs in terms of teacher training programs for these to be designed based on their personal point of views. Their priorities were mostly centered on using technology in young learners' classrooms, methods and teaching strategies that suits young learners, choosing, designing materials and activities that are suitable for the developmental stages of children. (Al-Mahidi, 2015)

Furthermore, the research conducted by Copland, Garton, and Burns (2014) from Aston University, Birmingham, England. The research had been done to investigates the challenges faces by teachers of English to young learner against the backdrop of the global rise of English. The researchers used mixed method approach to obtain the data, including survey which was completed by 4,459 teachers worldwide, and case studies, including observation and interview with the teachers, in five different primary schools in five different countries. The findings revealed that a number of challenges emerged as affecting large numbers

of teachers in different educational contexts. Namely, teaching speaking, motivation, differentiating learning, teaching large classes, discipline, teaching writing, and teaching grammar. Other challenges are more localized, such as developing teachers' English competence. The article argues that teacher should focus less on introducing teachers to general approaches to English language teaching and more on supporting teachers to meet the challenges that they have identified.

In addition, the research conducted by Aini (2013) from English Education Study Program of Indonesia University of Education. The research was held in elementary schools in Kuningan to investigates (1) the use of instructional media by the teachers in teaching English to young learners; (2) the problems that they encounter in using instructional media; also (3) problem solving of the media utilization challenges. The researcher used observation and interview techniques to collect the data, The result of this research indicates that there are five types of instructional media which are generally used by the teachers, comprising: (1) boards; (2) realia; (3) pictures; (4) books. Each of them is used in various ways. The teachers faced challenged in both selecting and using instructional media. The strategy used to solve the problem. The strategy used to solve the problems during the selection process was utilizing available media. Meanwhile, to overcome the problem during the use of instructional media were by requesting technician help, borrowing instructional media supply from other class and preparing back-up instructional media.

These previous research focus on the perceptions of teachers of young learners or teachers at Elementary school. They used questionnaires in collecting the data and also survey and interview. Meanwhile,  In this research, the researcher focus on student-teachers' of English department of UIN Ar-Raniry perceptions about issues in teaching and learning English for young learners. To collect the data, the researcher used semi-structured interview. The object of this research are students of English department who have taken EFYL course which is a new elective subject in English department and they should have experience in teaching young learners.

## B.  Young Learners

### 1.  Definition of Young Learners

Many experts have different perception in defining the term of young learners. Most of them have different opinion, but some of them also expressed almost the same as others. Widespread assumes young learners are those who learn a foreign language under 12 years old. This is in accordance with the statement from Cameron (2001), she states that young learners as those between five and twelve years of age. Other opinions also came from Nunan (2010), he adds that young learners are children from five to fifteen years of age. In addition, according to Scott and Ytreberg (1990)  young learners as "pupils (. . .) between five and ten or eleven years old".

Young learners develop in different ways, even they are in the same age, their development can vary. Scott and Ytreberg (1990)  suggested dividing young

learners into two groups. The first suggested group is from five to seven, and the second group is from eight to ten or eleven. They believed that children develop differently, their pace and approach can be varied. some of them reach their goals faster, others more slowly. However, they can catch up with the former after a certain period of time.

This is a research about perception in the early start of teaching and learning English. The focus of this research is on young learners who are considered at the beginner level of schooling. Based on the theory from Cameron who believed that young learners are those who learn a foreign language at five until twelve years of age. In addition, Scott and Ytreberg divided young learner into two stages, the first stage they assumed as the beginner stage and the second is not very beginner stage. The researcher adopts these theories because of most of the children in Indonesia, especially in Aceh, learn a foreign or English language at the elementary level. Which means that they are under twelve years old.

Based on the above explanation, we know that young learners are those between five to ten or twelve years of age. Surely, there is a big difference in the ability to learn a new language between children aged five to eleven years. It is because some of the students learn faster while others learn more slowly.

## 2. Characteristic of Young Learners

As a teacher, it is important to be well-informed about the learner in order to maximize learning and support. It is crucial for the teacher to have information

about the physical, emotional, conceptual and educational characteristic of young learners and consider certain issues and view about how young learner think and learn.

Harmer (2007) claims that young learners have different characteristics and they learn differently from adolescents, adults and even from older children. He also added that teachers need to understand how their students think and operate. It means that every child have their own characteristic and the teachers of young learners should recognize it. Since young learners have a very keen sense of fairness, teachers should avoid playing favorites and they must treat each student equally (Scott and Ytreberg, 1990). Teachers also need to pay attention to "their students" current interests so that they can use them to motivate the children (Harmer, 2007).

Scott and Ytreberg (1990) summarize further characteristic of young learners, they are :

a. They understand the situation more quickly than they understand the language used.

b. They use language skills before they are aware of them.

c. Their understanding are based on the physical world.

d. They have a very short attention and concentration span.

e. Young children are enthusiastic and positive about learning. Therefore, it is especially important to praise them to keep them motivated and enthusiastic.

f. They will rarely admit they do not know something.

In addition, McKay (2006) mention three characteristics of young learners that make them differ from adults.

a. Young learners grow cognitively, socially, emotionally and physically. These developmental must be considered since they can influence their motivation and concentration span by a given task.

b. Young learners develop literacy knowledge and skills as they are learning the second language. They developing literacy in their first language simultaneously or their literacy understanding may not be transferring to the second language. This differs from adults since older learners already have mature literacy knowledge and skills when they learn their new language.

c. Young learners are vulnerable to failure and criticism that require careful attention.

In conclusion, there are some different characteristic of young learners and adults. Young learners learn easily, but they have a limited concentration span, they will get bored easily. Therefore, a teacher needs to understand well the characteristics of young learners. It will be very helpful in order to make it easier in the teaching and learning process.

## C. Teaching Young Learner

Teaching young learners is quite different from teaching other learners. They have special needs that should be understood by the teacher of young learners. Teaching English to young learners is guiding and facilitating young

learners in aging seven to eleven years old, for their activities in learning, knowing, understanding and comprehending ideas, attitudes values, skills, and information of English using tricks and strategies. It will be used in changing and redefining their thought forward their daily surrounding situation as foreign language learners. Cameron (2002) argues that the continuing growth of teaching English to young learners brings a number of challenges. Starting to learn English at an earlier age may not bring automatic improvements to proficiency levels unless teacher education and second language teaching both adapt to meet the challenges of the new situation. Cameron also added that among other knowledge and skills, teachers of young learners need :

a. an awareness of how children think and learn

b. skills and knowledge in spoken English to conduct whole lessons orally

c. an ability to identify children's interests and use them for language teaching

d. To be equipped to teach initial literacy in English.

In other hands, Brown (1994) claims that it is difficult for adults in acquiring language more native-like accent because this ability is almost missing.

Children who acquire a second language after the age of five may have a physical advantage in that phonemic control of a second language is physically possible yet that mysterious plasticy is still present. It is no wonder that children acquire pronunciation while adult generally do not, since pronunciation involves the control of so many muscles (Brown, 1994, p. 51).

Based on the idea above, we know that young learner can sound their new-language very quickly and become native speakers of the new language. It seems that this is the reason why some experts tend to think that teaching young learner is a good decision. The child will be able to master the new language like the native speaker, especially the way they pronounce the words. Phillips (1993, p. 7) summarizes that "as a general rule, it can be assumed that the younger they are, the more holistic learners they will be".

### D. Foreign Language Learning

English as a foreign language is a language used only when the subject of it is presented in school lesson time. At home, they communicate through their original languages, such as their mother tongue or national language. In addition, there are four elements of language. First is pronunciation: the act or result for producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard or correctness or acceptability. Second is vocabulary: all about the word in a language in a language or a special set of words we are trying to learn structure. The third is structure: the way in which the parts of a system or object are arranged and organized. And fourth is grammar: the set or rules that explain how words are used in a language.

In language learning context it is believed that children will learn a foreign language more effectively under certain conditions. Moon (2005) found out that the best way of learning a foreign language is to be surrounded by it as much as possible. Therefore, there are some assumptions about language learning that should be considered when teaching English as a foreign language to children.

Moon (2000) states at least five conditions should exist to ensure the learning English to be successful. The five conditions are:

a. The children have many plenties of time learning English and it can be spread over several years.

b. They are exposed to English all around them, both in and outside of school.

c. They are needed to use English in order to survive on a daily basis, e.g. to make friends, to study in school, to shop, to travel.

d. They are exposed to a wide variety of use of English, e.g. spoken and written, English for thinking, for interacting, for getting things done, for imagining.

e. They will receive plenty of meaningful language input through the experience of English not only as a subject to be learned but also as a means of communication, where the focus is on the meaning rather than the form of the language.

In short, the above condition plays an important role in the teaching process of learning a foreign language. It will affect the result of language learning, especially for young learners.

**E. English for Young Learner (EFYL) Course**

EFYL course is an elective subject which offered in the seventh semester at English Language Department. This course aims to develop knowledge about young learners and skills needed to teach young learners effectively. It is because teaching young learners is quite different from adults. *(Syllabus English for Young Learner, 2009).* This course discusses characteristic of young learners that make them different from adults. As Cameron (2001, p.1) states that "Children often seem less embarrassed than adults at taking in a new language, and their lack of inhibition seems to help them get a more native-like accent". In line with Harmer (2007, p. 81) "children who learn a new language early have a facility with the pronunciation which is sometimes denied to older learners". It means that young learners have more confidence in learning a new language that adult, they also have much time to get pronunciation more like a native.

Similarly, foreign language learning at the early start also discussed in this course. An early start of learning a foreign language is a good decision, if learning a foreign language is start early, young learners will get more chance to learn something new for them. As Lenneberg (in Krashen, 1988) as cited in Sutarsyah (2017) states that biologically young learner's brain elasticity is very high, which mean that every young learner is very easy to master any language.

EFYL course also discussed the method that can be used by the teachers of young learners to make young learner classes more active and avoid them feels bored. This is in line with Harmer (2007, p. 82) that states young learner have

limited attention span " unless activities are extremely engaging, they can get easily bored, losing their interest after ten minutes or so". In addition, Halliwey as cited in Loukotkova (2011, p.11) states that children " take great pleasure in finding and creating fun in what they do". Based on this explanation, it can be said that to gained young learner attention or motivation, used some interesting method are required. Dornyei (1994, p. 273) prove that " motivation is main determinates of second/foreign language learning achievement".

Moreover, the fact that teacher of young learner should take special training also discussed in EFYL course. The teacher of young learners need to know their characteristics and create some fun activities to avoid them feel bored. Backer (1995) states that children learn mostly through games, fun activities or real-life situation. So, monitoring the class and set up the lesson is an important tool for the teachers. Cameron (2000, p.111) argues that "if children are to kept attentive and mentally active, the teacher must be alert and adaptive to their responses to tasks, adjusting activities and exploiting language learning opportunities that arise on the spot".

Furthermore, several issues also discussed in this class, but in this research only focused on 4 issues, they are an early start of teaching English language, young learners learn better than adults, it is easier to motivated young learner, and teacher of young learner need special training. In conclusion, EFYL course discussed interesting thing related to teaching and learning English for young learners. For future teachers of young learners, this course is very helpful for them.

**F. Students' View**

**1. The Definition of Perception**

There are many definition and theories of view or perception. Satiadarma (2011) state that perception is the detection and interpretation of stimulus which is caught by sense. Shaleh (2009) defined perception as the ability to differentiate, to classify, and to focus the attention toward the certain object. While Pareek said in (Sobur, 2003) perception is a process of receiving, selecting, organizing, interpreting, evaluating, and giving reaction to stimulate the senses or data. It can be defined that view or perception is someone opinion about event or object that he or she experienced. The result of someone's view or perception can be vary, even though they experienced the same event.

In addition, Lindsay and Norman as cited in (Pickens, 2005) believe that view or perception is something based on previous experiences and it is a process of interpreting an object into certain meaningful. Moreover, Marrin (2006) said that view or perception is ideas or notion that arise based on cognition or understanding gained through the senses and intelligence. It means while collecting the information by his or her sensory. The message given will be analyzed by the mind so that the person can have an opinion whether that is good or not.

To conclude, perception can be defined as someone belief about a certain object. A person can have a different view about something because of their prior knowledge and also their cognition and understanding. In this case, the students

who have taken EFYL course might have different perception about the issues in teaching and learning for young learners. Therefore, the researcher wants to find out their perceptions about it.

## 2. Factor Influencing Perception

Someone's prior knowledge or past experience can influence their perception about something. There are eight factors that influenced someone perception, they are :

a. Psychological

Information obtained by sensing tools will influence and become a complement to give meaning to the surrounding environment. Everyone has a different level of understanding, therefore the interpretation of the environment will also be different (Gibson, 1995). So, based on this factor, the researcher assumed that English students' perception toward issues in early language learning will vary.

b. Attention

Walgito (2004) defined attention as the convergence of activities toward an object. In this factor, someone will spend his energy to pay attention or focus on a particular object. A person can have the energy or a different focus on paying attention to something, and this can cause differences of opinion on a particular object Gibson (1995). On the other hand, Shaleh & Wahab (2004) limited the attention into "selective attention" where Someone does not need to respond to all information obtained, they only need to choose the important ones. Therefore,

someone will have different choices resulting in different views or perceptions of an object.

    c.   Value and individual's need

This factor was how strong someone's focus to looking for the object or messages that may provide answers to suit him or her. Shaleh and Wahab (2004) compared between the need of an artist and non-artist that they different style and taste on perceiving an object. Other research also stated that the poor one regarded the coin as more valuable thing than the rich one.

    d.   Perceptual Learning

Everyone learns to emphasize some sensory input and ignore others. For example, someone who has received training in a job such as arts or other skills can work better than others who are not trained. Like blind people identify people with their voices or with the sound of their footsteps (Shaleh & Wahab, 2004).

    e.   Interest

Perception of an object varies depending on how much energy or perceptual vigilance driven to perceive. Perceptual vigilance is the tendency of a person to pay attention to a particular type of the stimulus or may be regarded as interest (Gibson, 1995).

    f.   Experiences and Memories

Previous experiences affect how people perceive things. For example, a mirror for us is a probably not something extraordinary. However, it is different for rural communities such as Mentawai people from Siberut (Shaleh & Wahab, 2004).

g. Cognitive Styles

People are said to differ in the ways they characteristically process the information. Every individual will have his or her own way of understanding the situation (Sharma, 2014). It is said that the people who are flexible will have good attention and they are less affected by interfering influences and to be less dominated by internal needs and motives than or people at the constricted end.

h. Mood

This emotional state affect a person's behavior, mood shows how one's feeling at the time which may affect how a person is receiving, responding and remembering (Gibson, 1995)

Based on the factors above, it can be concluded that everybody has a different perception about something. The different need, as well as previous experience, lead everyone to have a different perception.

In this case, students who perceive young learners are good or fast in learning English language will agree if English is taught at the early start. In

contrast, those who do not agree will suggest English to be taught to adult learners.

# CHAPTER III

# RESEARCH METHODOLOGY

This chapter presents the research methodology which consists of research design, research location, participants, data collection and data analysis.

## A. Research Design

Research design of this study is qualitative research. Qualitative research tends to focus on how people or group of people can have some different ways of looking at reality or social phenomena. According to Mackey & Gass (2005), qualitative research is "generally are not set up as experiments, the data cannot be easily quantified and the analysis interpretative rather than statistical". In line with Cresswell, J. W. (2014) state that qualitative methods rely on text and image data.

In this research, the researcher described the interesting phenomenon about issues in teaching and learning English for young learners. Phillips (1993) states that young learner as holistic learner. In addition, Cameron (2001) said that young learners are better at learning a second language than adults. Therefore, the researcher collected the opinion from students of English department of UIN Ar-raniry who had past the EFYL Class which have experience in teaching English for young learners. It means that they already know and have interacted directly with young learners. The researcher wants to know their perception toward issues of teaching and learning English for young learners which also learned in EFYL class. Therefore, The opinion from the students will be analyzed to obtain the data

of their perception of the issues in teaching and learning English for young learners.

### B. Research Location

This research took place at The State Islamic University of Ar-Raniry (UIN Ar-Raniry) Banda Aceh. UIN Ar-Raniry was given as a new name of previous The State Institute for Islamic Studies (IAIN) Ar-Raniry. UIN Ar-Raniry was firstly established in 1960 and located at Jl. Syeikh Abdur Rauf Kompelma Darussalam - Banda Aceh.

This research was conducted on three days from 19 to 22 December 2018. It was done at English Department (PBI) of Tarbiyah Faculty. Tarbiyah Faculty is one of the faculties in UIN Ar-Raniry. It aims to educate postgraduate students to become a good Muslim, education expert and Islamic teacher who are able to develop and apply their knowledge at any educational institution. As well as English Department which is specialized in teaching English as a foreign language and prepare its graduates to be a good English teacher at school. This is research about teaching and learning English for young learners. Moreover, EFYL course only taught in English department. Therefore, The researcher chose English department as the research location

### C. Participants

The participants of this study were students of English department. The students who had taken EFYL course in the odd semester of 2017 which have experience in teaching young learner were 12 students. They were chosen because

of some reasons. First, the students had passed the EFYL class. Then, they must have young learner teaching experiences. The students were chosen using purposive sampling. Tongco (2007, p.147) states that purposive sampling is "deliberate choice of an informant due to the qualities the informant possesses". In addition, Sugiono (2016) states that purposive sampling is one of the techniques of collecting data with certain consideration and objective in mind. Therefore, the participant of this research were 12 students.

### D. Data Collection

The researcher used interview as data collecting method. It is used to find out more information about students' perception. According to Warren and Karne (2005, p.307-312) "There are five types of interview; they are structured interview, semi-structured interview, unstructured interview, informal interview, and focus group". To make this study successful, the researcher uses semi-structured interview to collect the data on students of English department, especially those who have pass EFYL class and have experiences in teaching young learners.

According to Barriball and While (1994) one the reason of using semi-structured interview is because it is well suited for the exploration of the perceptions and opinions of respondents regarding complex and sometimes sensitive issues and enable probing for more information and clarification of answers. In conducting this interview the researcher asked the participants some questions. Then, listen carefully and record what the participant says.

### E.  Data Analysis

Qualitative data analysis is a variety of processes and procedures in which we move from the qualitative data that has been collected, into some form of explanation, understanding or interpretation of the people and situations that we investigate (Sunday. 2015).

In this research, the researcher used descriptive analysis to report the result of the data. According to Miles and Huberman (1994), the data analysis of qualitative research consists of tree procedures. First of all, the researcher collected the information from the interview and transcribed each the information of interview. The second procedure, the researcher analyzed each information and looked for insights and meaning. In other words, this step is done by presenting a set of information that is structured and possibility of drawing conclusions. The last one, drawing conclusion and verification, this step is started after the data were collected by making a temporary conclusion. In other words, it can be said that the conclusion is analyzed continuously and verified the validity to get the conclusion about the perception on issues in teaching and learning English for young learners.

# CHAPTER IV

# THE RESULT AND DISCUSSION

This chapter discusses the research findings on the data obtained from the interviews and it attempted to answer the questions of this research

## A. The Data Findings

Several steps involved in the process of analyzing the data. There were interviewing the participants, transcribing and analyzing the results of interviews, sorting and arranging the data based on the purposes of this research. The interview section had been done by asking seven questions to twelve participants. The chosen participants in this research were :

**Table 4.1 Information of Participants**

| Initial Name | Teaching Experience |
|:---:|:---:|
| SMF | 3 months |
| DQN | 1,5 year |
| HYN | 1 year |
| YYF | 6 months |
| ERN | 4 months |
| DBN | 3 months |
| SRD | 1 year |
| NKL | 1 year |
| SRM | 6 months |
| PRH | 1 year |
| SSR | 1 year |
| MJN | 1 year |

The researcher recorded the answer and opinion of the interviewee with an audio recorder before transcribing them. Each interviewee spent no more than 20 minutes to respond to the interviewer questions. Each participant got the same

questions to be responded. To find deep information, some follow-up questions were asked based on the answer from participants' in accordance with the topic. The participants respond in English, but sometimes they also used Bahasa to answer the questions deeply. The interviews were held at different time. It was conducted from 19th to 22nd December 2018.

## B. The Analysis of Interview

The interview was conducted with face to face interview and phone interview. Each participant got the same questions that should be answered. Some follow-up questions were asked to find the deep information, it asked based on the participant's answer in accordance with the topic. The result of the interview divided into four sections, they are: 1) Teaching and learning English at an early age. 2) Young learners are better to learn English language, 3) It easy to motivate young learner to learn English language, and 4) It is important for teachers of young learners to have special training. The result of the interview describe as follow :

First of all, according to twelve participants' answer, all of them state that English language should be taught at an early age because it has many advantages for the children. The researcher found that all the students indicated that an early start of teaching English at young learner age it has a good impact for young learners. Because in that age young learners can easily absorb information and also will be master English language more easily. DBN said that Learning English at an early age is a very important thing for a foreigner like Indonesian.

Because when they are still at an early age, they can absorb and get a lot of information from some language, especially for English, when they learn English at an early age, so they will be able to master English easily.

DQN also added the same perception that young learners are able to master pronunciation, she stated that learning foreign languages, especially English at an early age would be more helpful when the children grow up, they will be easy to understand. And there are several factors like the pronunciation, if they learn from childhood, they will master it when they become older. In addition, if English begins to be taught from an early age, young learners can master the language easily because they are in the golden age. It is like NKH's opinion who stated that student in the early age or students in elementary school is still in their golden age, so everything that they want to learn will be easy for them because they are still in their golden age. So, learning English is a very good thing to do.

From the above explanation, almost all of the participants agreed that teaching in early age is important. Considering that it will be helpful for their future. SRM added that it is good to teach young learner at an early age because the young they learn English they will easily to have the ability to speak English in the adult. if they start learning English in the senior high school or junior high school it might be very hard.

In conclusion, from 12 participants' answers, all them have the same perception. They said that it is important to start teaching English in young learners' age or in an early age. Because at that age, children able to receive many things and information easily. They can easily memorize vocabulary because they

are in the golden age. In addition, they can mastered pronunciation more like a native speaker when they grow up because they have more time to practice it. This is in line with Brown (1994), he states that no wonder that children get better pronunciation while adults generally do not.

Regarding young learner are better at learning English language. Based on the participants' answers, almost all of the students indicated that young learners were better at learning English, but some of them said that young and adult learners have the same opportunity to obtain English language. As SRD's opinion, she states that young learner better at acquiring English language because young learners do not think about anything else and they are more focused when learning languages. Early age is the best age for learning languages. The same argumentation states by PRH, she said that young learners have a good memory, so they can remember the vocabulary easily rather than adults.

However, the participants who said that young are not better than adult learners, They are DBN, SMF, DQN, and MJN. They stated that not only young learners but adults also good in acquiring English language. A DQN said that both young and adult have their own positive and negative. Young learners are better at learning English, so they will be familiar with English, they also able to practice pronunciation. But, It is impossible for the teacher to teach grammar to young learners. Meanwhile, for adults their mind is already complex, and their understanding is more than children. Therefore, they are appropriate to learn English, such as grammar, they already know the structure. But for memorization and confident, young learner are better.

The same argument stated by MJN, she stated that it depends on the circumstances when children live in active circumstances they will be easy to absorb the language. But, if children live around passive circumstances like Acehnese people and they met rarely native stranger, it quite hard for them to absorb the language as fast as they were a child.

From the above explanation, eight students believed that young learner are better at learning English. It is because young learners are good at memorizing the vocabulary and have high self-confident, and their minds are still open to absorb everything. On the other hand, four of them state that teaching English not only good for young learners. When someone has a good interest in learning English language, no matter they are young or adult learners, they will get good results. In addition, the circumstances also an impact on learning English for young learners. when a child lives in a native environment, they will master the language faster. On the contrary, if they live in a passive environment, they will find it difficult to master the language.

Then, in the interview, the researcher found that 5 students were argued the issue that it is easy to motivate young learners. This is because the participants faced some obstacles in motivating young learners to learn English. On the other hand, 7 students were agreed that they feel easy to motivate young learners to learn English.

Five of the students explained their difficulties in motivating young learners to learn English language. It is like MJN's opinion, she thinks it is not easy,

because children waste much their time and energy to play. So, depending on the teachers how to create happy learning to attract young learners attention.

SRM added some idea that motivating young learner is hard because young learner easy to feels bored. She mentions that it is not easy to motivate someone or students in learning English that really foreign to them. because in English, the way we spell or pronounce it is different. Sometimes, it makes the student feel bored or they might think that why the written and the way we produce the sound is different. So, to motivate young learners, the teachers have to make a couple of strategies to make them happy and interest in learning English.

NKL also disagree, she said that supporting from the environment is important in order to motivate young learner easily. Young learners who does not have the motivation from their parents will not easy to motivate them to learn English. But, if they have the motivation from their family or their environment, she thinks it is easy to motivate them. She added that actually, it is not young learner that make hard to motivated, but it is correlated to the motivation in their environment or their family. It easy to motivate them if they have the motivation from their family and their environment.

On the other hand, seven students were agreed that teaching English for young learner was easy if the teacher used supporting media to their motivation, as DBN said the teacher can make instructional media, and give them a lot of games, some games related to the material, so we can motivate them to learn English by using another instructional media or another kind of supporting details

that can attract or motivated them to learn English. Because young learner will get bored when learning English, moreover as a foreign language.

ERN added that by giving rewards, it will make them motivated. She stated that the teachers can raise students motivation and enthusiasm by selecting interesting activities. Such as giving them a reward. Therefore teachers will easy to motivate them.

To summarize the participants' arguments above, the researcher found that five participants said that it was not easy to motivate children to learn English. They explained that children would get bored quickly. They also spent a lot of time to play. Therefore, it was a little difficult to motivate them. they also said that support from the environment would have an effect on motivating them. Young learners who get support from family or their environment will be easier to be motivated when learning English.

Furthermore, seven participants stated that it was easy to motivate young students to learn English. They explained briefly that children will be easily motivated because they are still easy to set up, especially when using interesting methods. In other words, using a fun learning method can make it easier for a teacher to motivate young learners. In conclusion, all of the participants agreed that teaching with interesting learning activities or fun learning would make it easier for them to motivate young learners.

Concerning about teacher of young learner should have special training, the researcher found that the participants have positive perceptions on this issue. They

explain about the importance of special training to be taken by teachers of young learners. Whereas, one of them has a different opinion about the importance of special training. Those who believed that special training is important to be learned by teachers of young learner were eleven participants. SRM added that it is different when teaching young learner, they might so active, their habits and characters are different. So, the teachers who teaches young learners must have special training.

DBN added some idea, she confirmed that teaching English for young learners is a very hardest or a challenging teaching process, because teaching young learner is so complicated. Therefore, prospective teachers for young learners are very important to have special training, because teaching English for young learners is very challenging.

On the other hand, one student has a different opinion, HYN stated that everyone can teach young learner, the teacher of young learner do not need any special training, they only need to be experienced in interacting with young learners and also have patience to teach them, because of that, they can manage the children easily

In brief, the students have a similar perception about teachers of young learners should have some trick in teaching young learner. The argument above explains that teaching children is a difficult thing because children feel bored quickly and hard to manage. So, the teacher of young learner must have special

training to know their characteristic. Thus, the teacher would be able to handle and manage them.

## C. Discussion

This research focuses on investigating students perception about teaching and learning English for young learners. The researcher has successfully gained all the data by using interview. After conducting the research, it could be seen that there were many opinions of those twelve participants. In this case, the researcher analyzed some important points as part of the research finding in order to answer the research question.

The research question asking about what are students' perception toward teaching and learning English for young learners. The result shows that all of the participants have positive perception about an early start of teaching English language for young learners. It is important to be taught for young learner in the early start, the reason is young learner able to receive many things and information. They will be able to memorize the vocabulary easily cause they are in the golden age. All the participants agreed that teaching English at an early age are very interesting thing to do. It is because young learners can mastered pronunciation more like native speaker when they grow up. As Brown (1994, p.51) states "It is no wonder that children acquire pronunciation while adult generally do not". In addition, Lenneberg (in Krashen, 1988) as cited in Sutarsyah (2017) stated that biologically young learner's brain elasticity is still high, which mean that every young learner is very easy to master any language.

Moreover, based on findings, most of the participants stated that young learner are better at learner foreign language. Young learners can remember vocabulary and have self-confident better than adults. It is like Cameron (2001, p.1) states that "Children often seem less embarrassed than adult at taking in a new language, and their lack of inhibition seems to help them get a more native-like accent". Although some of them argued this issue, they also added that no matter they are young or adult, when someone has a good interesting they will successfully master the language easily. Then, when a child lives in a native environment, they will master the language faster. On the contrary, if they live in a passive environment, they will find it difficult to master the language. This is in line with Harmer (2007) that said young learner "take in information from all sides, learning from everything around them".

In addition, regarding motivating young learners, all of the participants stated that by using interesting learning activities or fun learning would make easier for teachers to motivate young learners. It is like Harmer (2007, p. 82) states that young learners have limited attention span " unless activities are extremely engaging, they can get easily bored, losing their interest after ten minutes or so". Then, support from the family and environment also have a big impact on the result of young learner mastering English language easily. Young learners that have support from their family would have good result rather than those who not. As Moon (2005) found out that the best way of learn a foreign language is to be surrounded by it as much as possible.

Furthermore, almost all of the participants stated that the teachers of young learner should have special training in order to manage the class and young learners. In brief, all of them agreed that as a teacher of young learners, they should have some way or fun learning activities to make young learners motivated in learning English. This was supported by the previous research that had been done by Al-Mahidi (2015). He found that most EFL teachers were not fully ready to teach at an elementary level more than half of them did not receive enough pre-service nor in-service training concerning young learners teaching. This is proved by the theory of Backer (1995), he states that children learn mostly through games, fun activities or real-life situation. In addition, Cameron (2003, p.111) argues that "if children are to kept attentive and mentally active, the teacher must be alert and adaptive to their responses to tasks, adjusting activities and exploiting language learning opportunities that arise on the spot".

To sum up the above explanation, the researcher found out that an early start of teaching English for young learners are better, considering that they still have a flexible mind and easy to master vocabulary. Then, young learners are better at learning a new language because they have high self-confident than adults. In addition, circumstances or environment plays an important rule in supporting young learner to learn a new language that can affect a good result. Furthermore, teacher of young learners needed to take special training to maximize their knowledge about young learner and interesting learning activities that can help them handle young learners.

# CHAPTER V

# CONCLUSION AND SUGGESTION

This chapter provides significant information on the research conclusion and suggestions. Both conclusions and suggestions are drawn based on the research finding and its discussion. In addition, some suggestions are also made for future research.

## A. Conclusion

Based on the finding of the data analysis, some conclusion can be inferred. First of all, the participants have a positive opinion about teaching English at an early age, young learners will be able to memorize the vocabulary and pronunciation easily when they grow up. Then, young learners are better at learning a new language because they have high self-confident than adults. Next, using interesting learning activities or fun learning would make easier for teachers to motivate young learners and young learner will get good result of mastering English language when they have a good interesting in English and supported by the environment around them. The last one, Teacher of young learner should have special training in order to have good information about young learner and how to manage the class to provide interesting learning activities.

**B. Suggestion**

Based on the above conclusion, the researcher provides some suggestions to the next researcher :

1. For the next researches, the writer believed that this research is still incomplete and imperfect and still needed further discussing by next researcher those who want to raise the similar case about teaching and learning English for young learners. The researcher hopes for the future researcher to interview the teachers of young learners to gain deeper data.

2. This research has a limitation, it is only focused on 4 issues in teaching and learning English for young learners. Therefore, the researcher hopes that for future researchers could investigate more issues. Furthermore, the writer would like to accept any constructive suggestion to make this research better.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 8841/UN.08/FTK/KP.07.6/09/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

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| | | | |
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| Menimbang | : | a. | bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan; |
| | | b. | bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi. |

| | | | |
|---|---|---|---|
| Mengingat | : | 1. | Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; |
| | | 2. | Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; |
| | | 3. | Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; |
| | | 4. | Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum; |
| | | 5. | Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; |
| | | 6. | Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh; |
| | | 7. | Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; |
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| | | 10. | Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum; |
| | | 11. | Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh; |

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|---|---|---|
| Memperhatikan | : | Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018 |

**MEMUTUSKAN**

| | | |
|---|---|---|
| Menetapkan | : | |
| PERTAMA | : | Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1044/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018 |

Menunjuk Saudara:
1. Siti Khasinah, M.Pd        Sebagai Pembimbing Pertama
2. Zubaidah, M.Ed        Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

| | | |
|---|---|---|
| Nama | : | **Miftahul Jannah** |
| NIM | : | **140203216** |
| Program Studi | : | **Pendidikan Bahasa Inggris** |
| Judul Skripsi | : | **Teaching and Learning English for Young Learners: Student-teachers' View** |

| | | |
|---|---|---|
| KEDUA | : | Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh; |
| KETIGA | : | Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019 |
| KEEMPAT | : | Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini. |

Ditetapkan di:   Banda Aceh
Pada Tanggal:   10 September 2018
An. Rektor
Dekan,

Mujiburrahman Razali

**Tembusan**
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B-13964/Un.08/Tu-FTK/TL.00/12/2018          17 Desember 2018
Lamp  : -
Hal    : Mohon Izin Untuk Mengumpul Data
         Menyusun Skripsi

Kepada Yth.



Di -
Tempat

Dekan  Fakultas Tarbiyah dan Keguruan (FTK) UIN  Ar-Raniry  Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

| | | |
|---|---|---|
| N a m a | : | Miftahul Jannah |
| N I M | : | 140 203 216 |
| Prodi / Jurusan | : | Pendidikan Bahasa Inggris |
| Semester | : | IX |
| Fakultas | : | Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam. |
| A l a m a t | : | Jl.Rama Setia Lr. Syahmiddin  Gang Hanafiah No. 10, Kec.Kuta Raja B |

Untuk mengumpulkan data pada:

**UIN Ar-Raniry**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Teaching and Learning English for Young Learner: Students' View**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

*Kode* 1095

### Surat Keterangan
Nomor: B-07/Un.08/KP.PBI/TL.00/01/2019

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-13964/Un.08/ TU. FTK/TL.00/12/2018 tanggal 17 Desember 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

| | |
|---|---|
| Nama | : Miftahul Jannah |
| NIM | : 140203216 |
| Prodi | : Pendidikan Bahasa Inggris |

Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

**Teaching and Learning English for Young Learner: Students' View.**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 02 Januari 2019
Ketua Prodi Pendidikan Bahasa Inggris,

Zulfikar

**Appendix IV**

**List of Interview Questions**

1. How long have you taught English language for young learners?

2. Have you ever heard about the issue of teaching and learning English for youngleaners before?

3. What do you think about learning English language at early age?

4. Do you think that young learners are better at learning foreign laguage than adult ?

5. Do you think it's easy to motivate young learners to learn English language?

6. In your opinion, is it important for teacher of young learner to have special training?

7. What do you think about EFYL course ? is it important to learn, especially by prospective teacher ?

**Appendix V : Interview Transcribed**

**I : Interviewer**

**P: Participant**

**Participant 1**

I: How long have you taugh English for young learners?

P: Around two months two weeks, at FUN English club Banda Aceh. Some student are interesting learning english,but some of them not really interesting, because yaa you know their mother ask them to join the class. Yaa it is the habbitual sense from children

I: Have you heard the issue of teaching and young learner?

P: Yes, i've ever heard in efyl course, in 7th semestet if i am not mistaken.

I: What do you think about learning English language at early age?

P: I think learning English at early age is vety important thing for foreigner like Indonesia. Because when we are still at early age, they can absorb and get a lot of information from some languages, especially for English, when they learn english at the early age so they will be able to master English easily.

I: Do you think that young learners are better at learning foreign laguage than adult ?

P: Based on my experience, it is depend on the students interesting wether ther are adult or young learner. So, when ther are interesting in learning English, even they are an adult. It can be better for adult to learn English. But, in general, from some information in journal article or the material that we get in the classroom of efyl, we know that learning English is better for young learner, because in that early age like I said before they can get the information easily. When they are learning English in their early age.

I: Do you think its easy to motivate young learners to learn english language

P: According to my experience, it also depend n the students themself, if they have good interesting in learning English, so we can motivated them easily for learning, as I said before, we can make instructional media, and them a lot of games, some games related to the material in that days, so we can motivated

them for learn English by using another iinstructional media or another kind of supporting details that can attrack them or motivated them to learn english. Karena mereka cepat bosan bljr bahasa inggris , apalagi bahasa asing

I: In your opinion, is it important for teacher of young learner to have special

training?

P: Of course, because teaching english for young learner is a very hardest or a challenging teaching process, karena ngajar anak-anak itu ribet..... ribett... ribett kali..... jadi I think prospective teacher for young learner is very important to them to have special training.because teaching English for young learner is very challenging

I: What do you think about EFYL course ? is it important to learn, especially by prospective teacher ?

P: I think efyl is very isteresting course, funny course because in that course we learn about so many thing in teaaching english for young learner.  And I think it is really really importat for us to learn efyl even we are not teaching in the Kindergarden. Some theories tell us that SD masih masuk ke young learner, manatau kita mengajar dissana. Dan mungkin bisa beberapa tips kita terapn di kelas SMP atau SMA, karena seperti yang kita tau, belajar Efyl itu banyak fun activitiesnya, jadi menurut bunga bsa di terapkan juga sedikit sama anak smp sma, so, it is really important.


**Participant 2**

I: How long have you taught English language for young learners?

P: I have taught English for young learner for 1 year,

I: Have you ever heard about the issue of teaching and learning English for youngleaners  before?

P: Yes, i have heard about that... aaaaa.. i know that the students at elementary school or at the kindergarten is in their golden age to learn everything, so to learn English is also one of the best thing to do, because they are still in their golden age.


I: What do you think about learning English language at early age?

P: I thing its very good, just like what I said just now, student in the early age or student in the early age or students in elementary school is still in their golden age, so everything that they want to learn will be easy for them because they are still in their golden age. So, learning English is also of very good thing to do because they are still in their golden age.

I: Do you think that young learners are better at learning foreign laguage than adult ?

P: Yes, because like I said just now, we back again to the golden age. Although, doesn't have golden age anymore. So, young learner with their golden age will be better, will be easy for them to learn foreign language. So, the foreign language that they got in their early age will ...willl...eemmm.. I mean will have a good impact the the other life. So, later when they are adult they still remember the thing that they have learn when they are in the early age.

I: Do you think it's easy to motivate young learners to learn English language?

P: In my opinion, its not easy, because young learner who doesn't have the motivation from their parents will not easy ....eemm... to  motivate them to learn English. But, if they have the motivation from their family, from their environtment, so I thing its easy to motivated them. Actually, not young learner that make us hard to motivated, but it is correlate to the motivation in their environment or their family. It easy to motivated them if they have the motivatio from their family and their environment

I: In your opinion, is it important for teacher of young learner to have special

training?

P: Yes, Of course. Because teaching English for young learner is not easy. So, it has the exact method and different method than teaching adult. Thats way we have special training to teach them in order to create a better them.

I: What do you think about EFYL course ? is it important to learn, especially by prospective teacher ?

P: Yes, Efyl. English for young learner is a courses is very important to learn because just like I said just now teacher for young learner should have special training and EFYL courses is one of the training, on of the best training to teach young learner.My suggestion for  the students who want or who already teach young learner or who want to teach young learner, they should take the EFYL courses because efyl course really help them in constructing a method to teach ... aa.. the young learner in an exact way. So, that way I really suggested for the student too take Efyl courses as one of the courses to learn... aaaa.... to

learn about .aaa.. teaching young learner. I know that efyl courses is an elective courses .. eemmm.. for me I dont think that efyl should bee...aaa... shouldn't be a compulsory courses and it should be an elective courses because I know that the ... I mean.. the motivation of the English language education is not all for being a teacher, so, thats why which I know the elective courses is efyl and enterpreneur. So, maybe some of them will want to be an enterpreneur and not a teacher . thats way efyl course should be an elective course

## Participant 3

I: How long have you taught English language for young learners?

P: I taught English for young learner not too long, maybe half a year,

I: Have you ever heard about the issue of teaching and learning English for youngleaners before?

P: The issue? Maybe the issue is could be if young learner might easyly learn English rather than an adult. But yaa I heard . i am not sure because i only taught english about half a year . maybe ...maybe ..maybe yaaa... the young learner easier to catch something, something that new rather than adult.

I: What do you think about learning English language at early age?

P: Its good, its good to teach young learner at early age because the young they learn english they will easily to have the ability to speak english in the adult. if they start learning english in the senior highschool or junir highschool it might be very very ... eemm.. because yaa you know

I: Do you think that young learners are better at learning foreign laguage than adult ?

P: Emmm.. young learner better than adult.. yaa... it could be, because young learner will easily understand or what the teacher said or what the teacher told them because they still young they still have briliant brain cause they didn't have problem while an adult maybe have problem or maybe they careless or maybe... you know sometimes they don't really understand or maybe not really love English . so, yes learning foreign language at early age . the young learners learn better than adult in learning foreign language because young learner may still have a good mind they dont have problem or maybe they dont

have any negative vibe, so they may easily understand English or something that foreign to them. While an adult they may have a problem or may they careless or they dont like english, maybe they have something else that they have love most than English. So, sometimes they don't really care about learning English at their age.

I: Do you think it's easy to motivate young learners to learn English language?

P: Not easy, its not easy to motivated someone or students, in English something that really foreign to them. Cause you know in English, the way we spell it or pronunce it is different. Its sometimes make the student feel bored or they might thing that why the written and the way we produce the sound is different . they might make them hard to learn or maybe they will not love english. So, to motivated young learner you have to make a couple of strategies to make them happy and interest in learning English.

I: In your opinion, is it important for teacher of young learner to have special

training?

P: Special training for the teacher?... yess, because its different when you teach someone who is.. you know like young learner, they might so active, so, . their.. their their habitual, their character is different,, so yaaa, its have.. so, the teacher who teach young learner must have special training to teach young learner.

I: What do you think about EFYL course ? is it important to learn, especially by prospective teacher ?

P: Yes, as a future teacher, we do not know whether our student is young learner, adult, or the old one, we never know about that. Its better for us to learn, to know more how to teach students of young learner, to see how to. To to to to Find strategies the best strategies to teach a specific or a special .. special characteristic of the student. So, it is very very important to be taught as a course in the one class maybe.

**Participant 4**

I: How long have you taught English language for young learners?

P: Actually , I ever taught English for young learner at bee course about 3 or 4 months, but now I focus on my thesis. disaana ada berbagai macam kondisi anak-anak, mulai dari anak umur 3 tahun, TK sampai anak SMA.

I: Have you ever heard about the issue of teaching and learning English for youngleaners before?

P: Yeah, I ever heard about the issue in teaching and learning English for young learner before. actually I ever took EFYL, in that course I heard about the issue of teaching for young learner, such as myth fact about Teaching english for young learner. For example this is fact about teaching english for young learner. – children only need to learn simple word and simple topic. It is fact because children need to learn step by step we cannot push them in complicated ways, such as children learn by step karena misalnya contohnya dari dia bayi tidak bisa dia langsung berlari, tapi dengan step by step

I: What do you think about learning English language at early age?

P: I think learning learning english at early age are better than learning english language at older age. learning English language at early age. Kita masih mudah menyerap apa yang pelajaran itu sendiri, not only english language, but also semua pembeljaran itu lebih bagus waktu masih muda karena kalu udah dewasa apalagi udah tua itu udh susah untuk menyerap pembelajaran. Karena anak-anak jikambljr itu mengimitate ataumeniru apa yang orang lain kerjakan, seperti kita mempunyai anak kecil drmh, katakan lah adek atau ponakan. Dia meniru dari kita sndri misalnya kita mengeluarkan didepan dia kata-kata kasar dia akan meniru. Itu sisi negative nya. In positif way, jika kita membuang smpah pada tempatnya didepan anak-anak. Men tidy up mainan dia setelah main, kita ajarin dia dek setelah main itu mainan nya dirapikan. Jadi dia akan mengingatnya

I: Do you think that young learners are better at learning foreign laguage than adult ?

P: Yess, i think that is true, because when we taught young learner, i am as future teacher and pernah mengajar young learner. Mereka lebih mdah beljarnya terumata ketika kita mngajari mereka dengan permainan, dan hal yang seru-seru. Tetapi kalau yang dewasa susah di ajarin, apalagi misalnya yang dewasa itu dia udah mengenal misalnya saya ngajar baru msalnya  di bimbel itu, kalau yang dewa itu dia akan protes dan minta diajarin dengan yang kebih senior. Kalau yang anak2 mereka lebh suka dengan guru baru, apalagi kalau gurunya bawa laptop. Kalau misalnya dewasa merka mau bawa laptop atau apa dia tidak menganggap itu penting yang penting dia nyaman. Anak-anak akan lebih mudah menerima pembelajaran dengan metode yang menyenangkan (fun learning).

I: Do you think it's easy to motivate young learners to learn English language?

P: Yes, you can raise students motivation and enthusiasm by selecting interesting activities. Such as give them a reward. Therefore we will easy motivated them

I: In your opinion, is it important for teacher of young learner to have special

training?

P: Yes, because tidak semua orang sanggup menghandle anak kecil, lets say guru itu harus mempunyai rasa keibuan untuk mengajar anak-anak. Karena butuh pendekatan dulu untuk mengajar anak-anak. Kita rangkul dulu anak-anak itu, kalau enggak mereka tidak akan mau belajar dengan kita kalau mereka melihat kita sekayak enggak fun gitu. Tidak sering senyum, jutek, dia akan merasa takut, dan itu akan membuat pebelajaran itu terganggu, dan dia bisa aja gak mau belajar sama kita karena kita ga senyum dsan sebagainya (so, its mean that the teacher of young learner should have special training and rasa keibuan?) yaa.. they should have special training to manage the children, to understand them, to keeping them on task, to to have knowledge more of that children.

I: What do you think about EFYL course ? is it important to learn, especially by prospective teacher ?

P: For me, As a future teacher and as a future mom. To take EFYL course is important because to know how to deal with the children, jadi kit abisa belajar tentang isu-isu tentang english for young learner, bagaimana mengajar anak kecil dengan berman game, belajar menggunakan fun activities dan jua bagaimana menghandle anak-anak, jadi di dalam EFYL course itu juga di ajarkan gimana cara memanage anak-anak juga dan sbgainya. It is important. Jika kita belajar di fkip atau tarbiyah, kita wajib mengambil efyl course tapi jika mereka tidak mengambil MK ini saya sarankan agar mereka tidak mengajar anak-anak karena mereka tidak mempunyai rasa keibuan

**Participant 5**

I: How long have you taught English language for young learners?

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I: Have you ever heard about the issue of teaching and learning English for youngleaners before?

P: Yeah, I ever heard about the issue in teaching and learning English for young learner before. actually I ever took EFYL, in that course I heard about the issue of teaching for young learner, such as myth fact about Teaching english for young learner. For example this is fact about teaching english for young learner. – children only need to learn simple word and simple topic. It is fact because children need to learn step by step we cannot push them in complicated ways, such as children learn by step karena misalnya contohnya dari dia bayi tidak bisa dia langsung berlari, tapi dengan step by step

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**Participant 6**

I: How long have you taught English language for young learners?

P: I think i have been taught since sixth semester, in a relative house like private tutor

I: Have you ever heard about the issue of teaching and learning English for youngleaners before?

P: Yes, I do. I have heard about it, because I have took English for Young learners corse before at seventh semester. And since my thesis is about Young children, so, I familar with the issue. Kalau menurut saya, belajar bahasa asing terutama bahasa Inggris pas usisa kita masih muda, itu akan lebih membantu nanti kedepannnya ketika si anak itu nanti besar dia makin mudah untuk mengerti bahasa itu. Juga ada beberapa faktor kayak pronounciation, kalau misalnya dari kecil dia belajar nanti kalau sudah besar dia pasti lancar

I: What do you think about learning English language at early age?

P: I think it is important, when teaching English at the early age, they will able to master pronounciation easily. And it would be more helpful when they grow up. They will easy to understand

I: Do you think that young learners are better at learning foreign laguage than adult ?

P: Masih agak bingung, menurut saya masing-masing childen dan adult itu ada kelebihan dan kekurangannya, kalau misalnya anak-anak emang lebih bagus untuk belajar bahasa inggris pas usia mereka masih muda karena mereka biar familiar dengan bahsa inggris tersebut, bisa ngelatih pronounciation terus mereka belajarnya itu sekayak apayaa.... menemukan pemahaman mereka sendiri sekayakk... yaaa gtulah . kan gak mungkin kita mengajarkan grammar untuk anak-anak, tapi mereka dengan mendengar pola-pola kata yang mereka dengar mereka bsa proses sendiri gitu. Dan kalau untuk adult sendri, karena pemikiran mereka udah kompleks, jadi mereka bisa.. pemahaman mereka lebih dari ank-anak, jadi mereka emang pas belajar bahasa inggris, mereka ya langsung belajar kayak grammar, ituuu.. jadi mereka udah tau struktur nya gimana, sedangkan anak kecil, mereka secara tidak langsung. tapi, yaa untuk tingkat memorize nya mungkin lebih ke children yaaa...mungkin. terus juga yang paling penting itu confident nya, confidentnya dalam pemakaian bahasa inggris itu lebih ke anak-anaknya, kalau orang dewasa karena mungkin udah tau itu takut salah , mereka udah tau malu, jadi mereka ga berani untuk itu, tapi sedangkan anak kecil enggak gitu.

I: Do you think it's easy to motivate young learners to learn English language?

P: Dalam beberapa kasus mudah, mereka bisa kita motivasi dengan reward atau apa gituu, tapi kalau misalnya si anaknya sendiri lagi bosan atau apa, itu mungkin agak susah untuk kitaa

I: In your opinion, is it important for teacher of young learner to have special training?

P: Itu penting, yaa karna kayak kta berurusan dengan anak-anak yang pemahamannya itu belum kayak orang dewasa karena kalau kita ngajar kayak orang dewasa gitu mereka ajar mereka pasti diam aja gitu, mereka diam dan mereka nyimak, kalau misalnya anak-anak, kalau misalnya mereka tu lebih mentingin diri mereka sendiri, kalau mereka bosan mana ada dengar lagi, jadi itu perlu.

I: What do you think about EFYL course ? is it important to learn, especially by prospective teacher ?

P: Penting sebenarnya, kalau di UIN kan dia Cuma sebagai MK pilihan, tapi menurut saya itu perlu dijadikan sebagai Mata kuliah wajib, karena kita gatau kedepannya itu si guru ini akan mengajarnya dimana, jadi ketika kita.. bagusnya dikampus atau sekolah gitu lembaga itu mengajarkan si guru ini untuk siap mengajarkan siapapun mau itu anak-anak atau adult gituu.

**Appendix VI : Documentation**

1. **Interview Process with Participant 1**



2. **Interview Process with Participant 2**

### 3. Interview Process with Participant 3



### 4. Interview Process with Participant 4

# AUTOBIOGRAPHY

| | | |
|---|---|---|
| Name | : Miftahul Jannah | |
| Place/ Date of Birth | : Matangkuli/ November 24th, 1996 | |
| Religion | : Islam | |
| Sex | : Female | |
| Nationality | : Indonesia | |
| Marital Status | : Single | |
| Occupation | : Student | |
| Address | : Jl. Rama Setia Lr. Syahmiddin Gg. Hanafiah No.10 Kec. Kuta Raja Banda Aceh | |
| Email | : mrmj2428@gmail.com | |
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Parents

  a. Father          : Musa TA

      Occupation   : Entrepreneur

  b. Mother        : Rosmaladewi

      Occupation   : Retired Civil Servant

Educational Background

1. Elementary School  : SDN 3 Tanah Luas (2002-2008)
2. Junior High School  : SMPN 1 Lhoksukon (2008-2011)
3. Senior High School : SMAN 3 Putra Bangsa(2011-2014)
4. University : UIN Ar-Raniry (2014-2019)

Banda Aceh, January 24th, 2019

Miftahul Jannah