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**TEACHING ENGLISH FOR YOUNG LEARNERS AT  
MAITREYAWIRA ELEMENTARY SCHOOL**

**THESIS**

**By:**

**Eza Septy Lesia**

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY**

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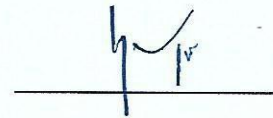
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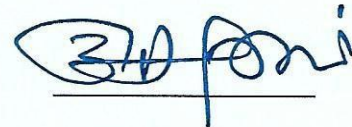
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## DECLARATION

I, the undersigned:

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Declare that thesis entitled "*Teaching English for Young Learners at Maitreyawira Elementary School*" is my original work. Besides, I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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relatives, friends, and everybody whom I cannot mentioned that always color  
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Palembang, Januari 2022

The Undersigned,

A handwritten signature in black ink, appearing to read 'Eza Septy Lesia', written over a horizontal line.

Eza Septy Lesia

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## **DEDICATION**

I dedicated this thesis to my lovely parents, Sulasmi and Mirhan Effendi as my support system number one and who give me true love, affection, motivation, and everything for my life.

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## Teaching English for Young Learners at Maitreyawira Elementary School

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### ABSTRACT

This research focused on aspects of teaching TEYL: perceptions, strategies and supports. The goal of this research was to employ a qualitative method to determine parents' and teachers' perceptions of TEYL, teachers' strategies for teaching English to young children, and parents' support for learning English. The data was collected using three techniques: questionnaires, interviews, and observations. The findings revealed that all of the teachers who made statements strongly agreed with the statement. With an average score of 68.6, students begin learning English at an early age. The perception of parents, with an average score of 52.58, reflects the same idea. The teacher's best strategy is to incorporate video in the delivery of material; the video includes character development so that students not only get more knowledge but also enhance their character for the future. The parents provided unwavering support for children's education. In conclude, the research was the potential to be useful in elementary school.

**Keywords:** *Teaching English for young learners, Perception, Strategies*

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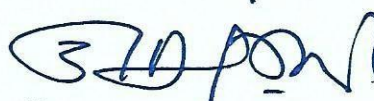
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# CHAPTER I

## INTRODUCTION

In this chapter, the researcher discussed teaching English for young learners at Maitreyawira elementary school. This discussion starts from background, definition and explanation of perceptions and strategies and their problem. And it is related to the teacher and parents perceptions and also teaching strategies.

### **1.1 Background**

In the 21<sup>st</sup> century era, teachers must enable the students to learn, understand, think, and do. Teaching means determining ways in which a learner thinks about the subject and issue. The next stage in the students' development is structuring, supervising, and evaluating the progress (see Ball & Forzani, 2007; Cohen et al., 2003). It means the teacher focused not only on teaching the student but also on the material. In Indonesia, it is a part of a curriculum to teach English to young learners. Ministerial Decree No.22 Year 2006, dated May 23, 2006, states that it may provide English Subjects as local content to elementary students. This mandate results in English in elementary schools taught for two credit hours each week, starting from the fourth grade.

In contrast to these ideas, the Indonesian government has removed English as a required subject for elementary school children after updating the curriculum. In Indonesia, English is not taught in elementary schools, and it is not required of elementary school students. (Arif, 2015; Zein, 2016b). Even though the government has abolished English as a subject, some schools still use English as their subject. It is possible to apply English as a subject because some people consider English essential in finding a job and ease them from going to school with a higher quality standard. So that makes the school discretion because there are specific demands of parents to introduce English to children early.

Education is the pawn in this age, and that it also becomes one of the essential aspects of building a strong country. However, the problem of education in Indonesia is very complicated in the current reality. In Indonesia, teaching

English for young learners is still controversial among teachers and parents. Parents are very concerned about the progress of their children in communication and interaction. Even teaching English in Indonesia seems to force students to know the rules and develop sentences. Besides, some teachers who teach English to young students do not have the appropriate educational experience to teach young learners. Sometimes, there are things in the material that is out of sync and out of control. Since this issue appears especially in teaching English for young learners, the Indonesian government has launched many policies to solve this current issue.

In Indonesia, teaching English to young learners was considered necessary in large cities (Rodliyah, 2009). Many parents are competing to have their kids learn English as young as they are. This situation is how these schools deal with this phenomenon and how they can be delivered effective and efficient learning. Several factors can influence learning, two of which perceive what is seeing and what strategies are giving.

In the golden age, which is an age when the children can learn something with ease, learning English in elementary school offers the students' English competence. According to Shin (2006), Teaching English to Young Learners (TEYL) has to be their area of study, as the level of compulsory English education in countries worldwide has grown lower and lower. It is generally believed that beginning the study of English as a Foreign Language (EFL) earlier to the critical period—12 or 13 years of age – will create more competent English speakers. In other words, the younger learn English more insight we will get later. At a young age, the children's brains would much capture what and remember what teachers taught.

Supriyanti (2012) claimed that there are several reasons why youngsters should continue to learn English: a. Other countries are prepared to start teaching English as early as elementary school. According to the British Council and Aston University (2011), as mentioned in Supriyanti (2012), English is taught in elementary schools in 144 nations across the globe. As a result, Indonesian children must learn it as well. As a result, kids will have sufficient prior



knowledge and improved proficiency later. b. The society's high demand The society's expectations on youngsters are increasing. According to Supriyanti (2012), Indonesian society views English as a school subject and a requirement in daily life. Finally, society requires English in their daily lives or in their development. As a result, they must master it sooner rather than later. c. Early on, there are more opportunities According to the Critical Era Theory, children's cognitive growth is the "best age" for learning English. Young learners may have more opportunities to hear and speak the language in a safe environment where they are not pressured to communicate correctly. Older students, on the other hand, are more likely to be forced to utilize more complicated vocabulary. As a result, the students not only get the opportunity to learn English on a regular basis, but they can also do so freely and effectively. However, there are several drawbacks to teaching English to children. This statement is related with Grigg (2015), when young learners are taught a language in school, they become semi-lingual, which means they are taught English but are unable to fully understand each language. As a result, the ability to communicate becomes overpowering and mixed.

When the teachers are teaching English to young learners, it means teachers develop the children's knowledge. Sulistyowati (2012) claim that there are several theories about developing children relevant to language education, including foreign language. Teachers should apply these theories to implement English for Young Learners in Indonesia as the general premise. Piaget, Vigotsky, and Brunner provided the approaches. The experts' focus is cognitive development. Children need social contact in learning English and need the support of adults to enhance their learning. So based on the statement above, there are many theories that we can apply to teach English for young learners, such as Piaget, Vigotsky, and Brunner. All experts discuss the step of children's development that requires the interaction between them and the older (parents and teachers).

The important thing in building an elementary school education is the relationship between children and parents. The parents' role is a necessary thing

because they are a reflection of children. School and family refer to as the collaborative relationship among parents, the school, and the community. Together they form a partnership to work for the betterment of the children and the community at large. These partnerships should give benefaction to mutual trust, understanding, and shared responsibility for education. Today, sufficient research evidence has indicated that effective schools display high levels of cooperation between parental and community involvement. Thus, the family is crucial for students' achievement regardless of social and cultural backgrounds (Xiaoyang et al., 2018, p. 1263).

According to Lie (2017), numerous English courses and programs are quickly drawing children and their families from middle-class to upper-class backgrounds. In line with this, Zein (2017) claims that parents prefer to send their children to schools that provide English classes. However, because of their different abilities to deliver English language programs in their institutions, their rivalry based simply on pricing causes an imbalance in the standard of supply to the public.

Baker (1997) discovered that parents and teachers agreed that successful parental participation involved contact between the school and the home. However, teachers tended to have a narrower view of parental engagement as mainly school-home contact. In comparison, parents had a more comprehensive idea of communication relationships and roles that were needed. Such as attending parenting sessions and school events, engaging in school committees such as curriculum review and staff reviews, and acting as a supporter of their child.

The perceptions and attitudes are regarding culturally diverse students in classrooms around the nation are critical factors in inspiring, informing, and making a difference in student education regardless of gender, race, age, religion, language, or inherent superiority. The majority of teachers usually exhibit biases towards students in some way, consciously or unconsciously. Teachers' instructional styles also vary very much from culturally diverse students (Gollnick & Chinn, 1991). So the point is, the perception that exists in a teacher can motivate students in the classroom.

According to Krisprasetyama (2013), English has been deemed a required talent for people all over the world due to future needs, so children who do not speak English fluently may face a slew of challenges. Chang (2008) stated that parents force their children to learn English at a young age because they are afraid of learning English later. The term "late learning English" refers to an adult's failure to learn English.

Based on my observations of various schools that still employ English as a subject for elementary school, the researcher chose this school as a study site. Maitreyawira elementary school, out of the several schools I have visited, meets the study's criteria; this corresponds to the teacher's impression, which the researcher inquired about. Maitreyawira Elementary School, based on the current teacher, can be used to investigate teachers' and parents' perceptions of English for young learners. Because this school expects students to become exceptional students in the future, it also provides fantastic opportunities for students to improve their English skills. Then, the professionals in this school provide excellent instruction, and the parents are enthusiastic about their children learning English.

Maitreyawira elementary school is implementing Curriculum 2013; it is a curriculum that enables students to teach and learn through themes. Maitreyawira School has a curriculum that teaches English, not only thematically. This school is one of the schools that still extend the subject of learning to English classes. Many parents want their kids to learn English at school for young learners of their child's age. But the absence of time to learn English is a weakness that exists in these schools. Learning English is only carried out on a Friday or once a week. Teachers face a learning situation because of time constraints, and students realize that there is still a lesson plan. Therefore, the charge teacher is responsible for having an efficient and practical method to solve this issue.

From the previous research that not many researchers focus on parent support, the previous research only focused on one variable, such as focusing on strategy or teacher perceptions. Meanwhile, in this research, the researcher

examined three variables are the strategy used by the teacher, then the perceptions of parents and teachers, and the last, the support provided by the parents.

Based on several aspects and obstacles in this elementary school, the researcher became interested in researching them. The researcher focused on how the strategies are applied to students and how teachers and parents perceive children learning English. And also, the researcher focused on teaching English to young learners because it is the first step in determining human quality. Wherein if the young learner students well, given the positive and valuable knowledge. Their future lives will be more secure and will be helpful for this nation and country. Therefore, the title of this research is Teaching English for Young Learners at Maitreyawira Elementary School.

### **1.2 The Problems of the Study**

Based on the background above, the problems were as follow:

1. What were the teachers' and parents' perceptions of teaching English for young learners at Maitreyawira Elementary School?
2. What strategies did the teachers apply in teaching English for young learners at Maitreyawira Elementary School?
3. What supports did parents give to their children in learning English for young learners at Maitreyawira Elementary School?

### **1.3 The Objectives of the Study**

Based on the problems above, the objectives of the study were:

1. To find out the teachers' and parents' perceptions of teaching English for young learners at Maitreyawira Elementary School.
2. To find out the teachers' strategies in teaching English for young learners at Maitreyawira Elementary School.
3. To find out the parents supports to their children in learning English for young learners at Maitreyawira Elementary School.

#### **1.4 The Significance of the Study**

It is expected that the results of this study contributed to teaching English as an additional subject in all of the elementary schools that apply English in their school, specifically for all teachers, parents, and students in the South Sumatra area. The findings guide those who want to explore the perception and strategy in teaching English for the young learner system. This study is related to questions in line with established field conditions, recent educational trends, and the proposed curriculum.

Based on this study, the researchers got much teaching experience, such as how the teachers' and parents' perception responds to the problems and how children can focus on learning. The researchers expected people can take as much knowledge as possible. And then be able to match these ideas to teaching and learning life. And hopefully, more and more people realize the importance of English language education for children in elementary school and the responsibility of teachers and parents in guiding students.

## CHAPTER II

### LITERATURE REVIEW

This chapter presented a review of the related literature. It covers four major sections: teaching English for young learners, perception, strategy, and previous related studies.

#### 2.1 Teaching English for Young Learners

In Indonesia, it is part of a program to teach English to young learners. Based on Ministerial Decree No.22 Year 2006, dated May 23, 2006, it may provide the English subject as a local content to elementary students. This policy results in English in elementary schools taught for two credit hours per week beginning from fourth grade. Nufuz (2018) supports this statement, stating that teaching English for young learners is essentially the specific activity that encourages learners to think, play, and interact with the language. This activity will attract them not to push them to know the language's forms or structure since teaching English for primary learners has no rules that may or may not require the school to conduct. It requires that the teachers have to boost our standard of teaching young learners since teachers need to think about anything, communication, and others. Besides, teaching English to young learners refers to a more specific English teaching field that deals with younger learners. It is wholly different from adult teaching. In teaching young learners, teachers must continuously bear in mind that what we have before us is a mixed class with varying skills, perceptions, levels of motivation, expertise, and, last but not least, various types of learning. Young learners are like sponges, soaking up everything we say and how we do it (Pransiska, 2016)

English is very closely linked to communication and technology at this time, so according to Rusiana and Nuraeningsih (2016), teaching English at the elementary level is very important to prepare students for being ready and well-prepared to meet future demands such as communication and technology. In terms of communication, Indonesia is one of the countries joining the ASEAN

Economic Community Agreement that uses English as the language for ASEAN's global market. In terms of communication, it is evident that almost all digital technology today uses English, such as computers, devices, etc. It is known, this world is evolving tremendously advanced tech, and all the complexity of this technology is using English as the primary language. On the other hand, teaching English to young learners was expected to influence world development significantly.

The main reason why young learners learning English is children can capture lots of information. Many Critical Period Hypothesis supporters generally appreciate the belief that "younger is better" because children learn faster and more efficiently. English is also prevalent because English that uses for interaction between people who speak a different language (Harmer, 2007, p.47).

Teaching English for young learners is a lot of fun because this is the golden age - an age where children can learn and receive information easily and very quickly. However, the biggest challenge faced when teaching young learners is introduces new material and manages student behaviour.

The teacher must know four concepts. According to Utami (2017), teachers need to understand the values of language learning for children to be better classroom management, action, and skill at their age. These concepts are: (1) Children learn by manipulating surrounding stimuli through interactions. (2) Children learn in communities in which they meet each other utilizing a social context. (3) As learners understand how language acquisition takes place. (4) Language acquisition takes place in the sense of social contact. In addition, Piaget (1967 cited in McCloskey, 2002) proposed that children developed through particular phases are: (1) the Sensori-Motor Stage (0-2 years), in which children seem to learn through physical contact with the environment around them. (2) Pre-operational stage (from 2 to 7 years) when children need to process concepts in realistic circumstances. (3) Concrete operational stage (7 to 11 years) in which children begin to conceptualize and solve problems, while they still learn best by doing so. (4) Formal Systematic operational stage (from 1-15) children can use critical thinking

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