

Monograph
**English Teaching in
Indonesian
Elementary Schools**

This is a monograph book about the result and explanation of a research with the title "Investigating the Teaching of English at Elementary School, in Jombang, East Java". The sample location was in 11 elementary schools including private and public schools in Jombang, East Java.

The background of the study of this research that there were many elementary students who were complaining that they had difficulties in learning English. They felt English is difficult. This is caused by the teaching method which is not suitable for young learners in elementary school. English in Indonesia is as a foreign language which is not used in daily communication. So, the use of inappropriate teaching method can give some obstructions for elementary students in learning English.

The objective of this research was to find out English teaching method used in elementary school, the obstruction in teaching English in elementary school, the elementary students' attitude in the process of teaching and learning, and the competence of English teacher in elementary school.



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ISBN 978-623-7872-21-4



Penerbit: LPPM UNHASY

ENGLISH TEACHING PHENOMENA IN ELEMENTARY SCHOOLS IN JOMBANG, EAST JAVA

Sakhi Herwiana, M.Pd.

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Sanksi Pelanggaran Pasal 113
Undang-Undang No. 28 Tahun 2014 Tentang Hak Cipta

1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp 100.000.000 (seratus juta rupiah).
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Oleh:
Sakhi Herwiana, M.Pd.



PENERBIT
LPPM UNHAS Y TEBUIRENG JOMBANG
(2020)

Judul Buku
Monograph
ENGLISH TEACHING IN INDONESIAN ELEMENTARY SCHOOLS

Penulis :
Sakhi Herwiana, M.Pd
ISBN :
978-623-7872-21-4
Perancang Sampul:
Nurul Absor
Penata Letak:
Nurul Absor
Editor :
Nine Febrie Novitasari, M.Pd



Penerbit:
LPPM UNHASY TEBUIRENG JOMBANG
(Lembaga Penelitian dan Pengabdian kepada Masyarakat
Universitas Hasyim Asy'ari Tebuireng Jombang)

Alamat Redaksi:
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Cetakan Pertama, Juni 2020
vii+64 hlm, 15.5 cm x 23.5 cm

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PREFACE

This book was written based on the research that had been conducted in 2019. The objective of the study is to find out how English teaching is conducted in elementary school. There are some problems about English teaching in elementary school, especially in small town. Many of them do not know how to teach English for young learners. Since there is no guide from the government about teaching English in elementary school, the teachers blindly follow the book from the publisher. However, there are only few schools who had been made the syllabus and write the book by themselves to be used in their school.

The research was conducted in 11 Elementary schools including private and public schools in Jombang, East Java. This book can be used as a reference and also as a handbook.

The writer would like to express her greatest gratitude to the Directorate General of Higher Education (DIKTI) which gave her the grant to conduct the research, the Dean of Faculty of Education, the Head of LPPM, and the Rector of University of Hasyim Asy'ari Tebuireng Jombang who gave opportunity for the writer to write the book.

Jombang, 17 June 2020

The writer

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CHAPTER 1 INTRODUCTION

This chapter consist of background of the study, problem of the study, objective of the study, significance of the study, delimitation of the study, definition of key terms, number of sub-district in Jombang, number of elementary school and Islamic elementary school in Jombang.

I.1 Background of the study

Teaching English in Indonesia has been conducting since long time ago. At the beginning English teaching was started at junior high school. Then in Curriculum 2006 many school started to teach English at elementary school. it was the local government wisdom to teach English since elementary school. the decision maker of education in the capital city wanted to include English as local content subject in elementary school. then it developed to other area until small town. Almost all elementary schools in Indonesia taught English since grade one to six.

Furthermore, almost all of societies think that English is the significant language that have to be mastered. Hence, many people and parents want their children to learn English as early as possible. Most of them think that learning English in the early period can make the children obtain the foreign language easily. Then, it followed by the trends to teach English since in the kindergarten and even to playgroup.

Every parent is very proud that their child can speak English. It seems like they want to impress people by having spoken English children because this phenomenon can make them to have a high social status of education in the area where they live.

The Decree of Minister of Education and Culture Number 81A of 2013 stated that English could be taught in elementary school as a local content subject or an extracurricular not compulsory subject. In 2013 the government made new policy, they changed the Curriculum 2006 to Curriculum 2013 and stated that the teaching of English for young learners is not good. Especially for

teacher in the remote area or suburb, they do not have enough competence which can give bad effect to students (Musliar Kasim cited in Arina: 2012). But, today some elementary schools still conduct to teach English as an extracurricular or local content subject.

At the same time, there was a controversial issue, most of teachers and parents want their children to study English. This issue was a debating topic among the educators and parents. In consideration of global era, all parents want the children to learn English related to global market. Indonesia started ASEAN Economic Community (AEC) at the late 2015. It opens free market and skill labor from overseas in Indonesia.

People consider that English is very crucial thing to be learnt. The parents and teachers want their children to study English since childhood. Therefore, some elementary schools still teach English as a local content subject. But for public elementary school English is taught as an extracurricular. This is the rule from the government that has to be obeyed by those schools.

In reality, the teaching of English in elementary schools is not supervised by the government. Nor the teachers are given training or workshop. Furthermore, there is no guide or curriculum stated. The teaching just flows like water. Many teachers do not know what is the emphasize or the purpose in teaching English for young learners. They just teach the students using a book that comes from the publisher (Chodijah, 2012). Those statement is supported with the reality that most of teachers have been taught the elementary school students using the books that are bought from the publisher without selecting the quality of the content, language or material. They seem do not have the criteria or standard to select the book.

In fact, some of English teachers teach grammar and translation in Elementary school. It makes students' frustration because it does not suitable for students at younger age. Suyanto (2004:6) stated that if elementary school learners started

to learn English at the third or fourth grade, they are in the concrete operational stage, therefore they need many variation of illustrations, model, pictures and others activities. Phillips (1993:68) stated that children are faster to learn words but slower to learn grammar. This condition reflects that English teacher at elementary school do not know how to teach young learners. Unfortunately, the problem in Indonesia arises when there is transition at primary school to secondary school because teacher is not given with special training to teach English for young learner (Enever, J & Moon, 2010:3). Those phenomena happen in almost elementary schools in Indonesia whether it is in the capital city or in the town. Therefore, researcher wants to observe how the teaching of English is conducted in elementary school.

Jombang is a small town in the province of East Java. Jombang is a district, this town has 21 sub-districts. Some elementary schools in the center of the town have developed well and have better facilities in facilitating the teaching – learning activities. While, others that located in the suburb have limited access of facilities or information. In this study the researcher chose Jombang as the area of research because the researcher lives and has been working in education field for almost 15 years in this district. So, the researcher knows well about the schools' area.

The observation had been conducted only in eleven elementary schools because some obstructions happened in doing the field study. They were including the permission to the schools. Some schools rejected to be observed. Moreover, the access to the school location is very far from the town. So, the researcher chose the schools location based on the nearest area whether the location is close to the University where she works or home where she lives.

1.2 Problem of the study

1. How is the teaching of English conducted in elementary school?
2. What is the obstruction in teaching English in elementary school?
3. How is the elementary students' attitude in the process of teaching and learning?
4. How is the competence of English teacher in elementary school?

1.3 Objective of the study

1. To find out how the teaching of English is conducted in elementary school
2. To find out the obstructions in teaching English in elementary school.
3. To find out elementary students' attitude in the process of teaching and learning.
4. To find out English teachers' competence in elementary school.

1.4 Significance of the study

The significance of the study is conducted based on the assumption that in this Millennial era, English is still as an important subject to be acquired. But young children at Elementary school still in concrete operational stage, they cannot learn structure and grammatical sentence so that the teaching of English should be fun and interesting.

By the result of this study is hopefully can give a new sight of education policy for English teaching at Elementary school. Based on the importance of English, English still can be taught at Elementary school with the appropriate teaching method so that the children can acquire English without anxiety and difficulty. And based on this research findings, expectantly the government will notice to the teaching-learning method of English at Elementary school and give training or workshop for English teachers as an improvement of their knowledge and skill

to hold better teaching especially in small town like Jombang. The improvement of education quality will give a strong impact to the quality of the human resources for the sake of Indonesia's development progress in the future. The result of this study can bring significance to some stakeholders such as, English teacher, Elementary school and government which can be seen as follows,

1. For English teacher

to improve the quality of teaching for elementary students.

2. For Elementary school

to make policy of education system in English language teaching at Elementary school.

3. For government

it can be as an information to make policy of Curriculum at elementary school especially English. Moreover, the government needs to give attention to the English teacher at elementary school to give in-service or pre-service training for them about English teaching method for young learner.

1.5 Definition of key terms

1. Elementary school

Private and public elementary schools from grade four to grade six. Including Islamic schools and also Christian elementary schools.

2. Teaching English

Teaching English as Foreign Language (EFL) as a local content or extracurricular in elementary school.

3. Young learner

Elementary students with the age of 6 up to 12 years old.

4. Teachers' competence

The knowledge, skill, experience and education background of teacher.

CHAPTER 2 REVIEW OF RELATED LITERATURE

This chapter consist of related previous study which has similar study to this research and the theory related to the study.

2.1 Previous Study

Shinde, M.B.& Karekatti, T.K.(2012) entitled “Pre-Service Teachers’ Beliefs about Teaching English to Primary School Children” conducted research in India. The subject is 100 pre-service English teacher. They believe that teachers’ quality will affect the learning outcomes. The result showed that almost all of the participants want training related how to make the lesson effective and relevant in classrooms to teach the primary students.

Second previous study entitled “The Competence of Primary School English Teachers in Indonesia “by Asyriyanti et.al. (2013) the sample were taken in South Sulawesi, it showed that English teachers’ competence at primary level needs improvement.

Sudrajat, Didi (2015) conducted research entitled “Studi Tentang Pelaksanaan Pengajaran Bahasa Inggris di SD Kota Tenggara” it described about English teachers’ competence in selecting, developing, designing materials, teaching and learning process, using media and learning sources, evaluating and making test in elementary school was poor.

All of the previous studies above observed and measured the English teachers’ competence. Mostly discuss about the quality and teacher professionalism. While this study try to widen the area of observation to find out not only the teachers’ competence but also how the teaching of English conducted in elementary school, the obstruction in the process of teaching-learning and the students’ attitude during teaching-learning activity.

2.2 Curriculum 2013

The Decree of the Minister of Education and Culture Number 81A of 2013 about the implementation of Curriculum stated that the teaching of English in elementary school could be taught as a local content subject or as an extracurricular. The government then gives this policy to the school to choose whether they want to

teach English or not. Since Curriculum 2006 (KTSP) to Curriculum 2013 (K13) English is never as a compulsory subject.

2.3 Characteristic of Young Learner

Fachrurrazy (2014: 41-42) stated that young learner is those who study at elementary school with the age between 6 and 13 years old and they have characteristic, there are:

1. They have a first language and already can write and read. Therefore, it can help them learning.
2. They like activities. They like to move and cannot sit for a long period.
3. They cannot concentration for a long time. They get bored easily.
4. They like asking.
5. They are not a “blank state”. They possibly, unconsciously learn some words such as radio, TV, apple, book, etc.
6. They can work in groups.
7. The young learner ready to learn foreign language naturally. The teacher’s task is to maintain and grow the motivation.

2.4 Teaching English for Young Learner

Teaching adult and teaching children is different. There are five categories that can help to give some practical approaches to teach young learner (Brown,2007:102-104)

1. Intellectual development

Children do not understand abstract words. They understand of concrete words. That is why teacher have to consider their limitations. Teacher should follow some rules bellow for teaching children in the classroom:

- Don’t explain grammar using “present progressive” or “relative clause”
- Do not use abstract rule such as using “Do” or “Does” to make question.
- Explain the certain patterns and examples clearly when

using grammar.

- Use more repetition for more difficult concepts or patterns.

2. Attention span

Children have short attention spans than adult. It means that they give more attention to something interesting like watching favourite cartoon whereas they only give short attention to something difficult, boring and uninteresting. Therefore, teacher should know how to make interesting and fun teaching method. There are some points to make the class lively and fun:

- They focus on here and now, so the activities should catch their interest immediately.
- The teaching-learning activities need a variety in order not to make them get bored.
- A young learner teacher should be active and keep spirit in the class because his/her energy will affect to the children.
- A sense of humour is good to make the class alive.
- They have a lot of natural curiosity. Teacher has to maintain attention and focus.

3. Sensory input

The classroom activities when teaching children have to include all of five senses, there are:

- Use the lesson with physical activities such as role play, games, or Total Physical Response activities.
- Make a small group and projects to help children to learn words, grammar and meaningful language.
- Use all elements of media in teaching-learning process, such as smell the flowers, touch animal, taste the food, watch TV or listening music.
- Children will always pay attention and follow the teacher gestures and body language. It is important for teacher to notice of his/her nonverbal language.

4. Affective factors

The children have high egos. it can make a gap among their friends in learning. Therefore, teacher should need to overcome this situation as bellow:

- Help the students to laugh with their friends.
- Be patient and supportive to gain self-confidence.
- Elicit as much oral participation as possible from students, especially for non-active students to give them opportunities to try.

5. Authentic, meaningful language.

Elementary school teachers should use authentic media in the class activities. All the topics and materials should be contextual because the children are more interesting and eager to learn if they previously know everything in the daily life. Real life situation is a concrete thing to be learnt. Therefore, teacher should have been experienced to teach elementary students and experiment to develop interesting activities.

2.5 The Significance of Learning Attitude

Attitude has been known of one of the factors affecting language acquisition.

Based on Noursi (2013, p.22) there are some importance of learning attitude;

- An investigation into students' attitudes is an effective method by which language teachers, education planners, syllabus designers and researchers can obtain greater understanding into the language teaching and learning.
- Students have different needs, preferences, beliefs, learning styles, and educational backgrounds, and imposition to change upon these factors can lead to negative reactions.
- Students have views on the learning process and can articulate them.

Since English language teaching in elementary school has not had any curriculum design and has not been done correctly,

it affects to the students' attitude and give negative behave of language teaching and learning.

The students' attitude towards English is not only influenced by the students as an individual learner but also from the academic aspect for example the teacher, the facilities and etc.

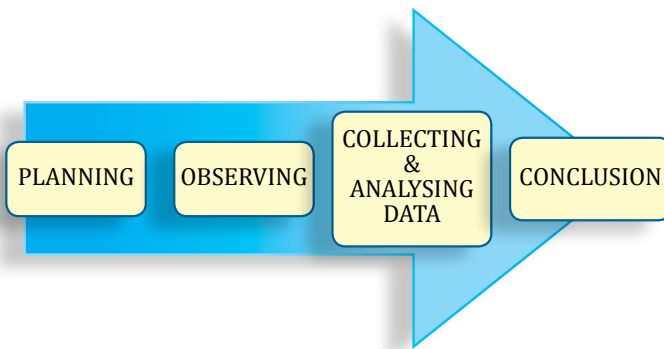
CHAPTER 3 RESEARCH METHOD

This chapter explain about the research method that was used in the study including research design, setting and subjects of the study, data collection technique and data analysis.

3.1 Research Design

This study used qualitative method. The researcher used questionnaire, observation and interview on collecting the data. The data presented descriptively. Then the researcher described and concluded the results based on the indicator.

This study used survey research to find out how the teaching of English is conducted in elementary school, teacher's competence, the obstruction during teaching-learning activity and the student's attitude in learning English. Based on Latief (2007:124) survey research is usually used to describe views, behaviours, preferences, and perceptions of research subject. Therefore, the instrument of collecting data of this study uses questionnaire, observation and interview. The steps in conducting the research can be seen on the diagram as follow;



3.1 steps in conducting research

3.2 Delimitation of the study

This study only focus on the observation of teaching English at elementary school in Jombang. The location of the study is chosen in Jombang because this area is near with the researcher home and university where she works as an English lecturer. The

elementary school is chosen randomly because of the limitation of cost and the area cannot fully cover all of the regency because Jombang is very extended area.

3.3 Setting and subjects of the study

The subject of this study was 11 private and public elementary schools in Jombang, East Java. The subject chosen because it is near to the researcher's home and University of Hasyim Asy' ari where she works. There were SDN Jombang 2, SDN Jombang 3, MIN 1 Jombang, SDK Petra, SDK Wijana, SD Plus Darul Ulum, SDIT Al Ummah, SDN Kwaron 2, SDI Sabililah, MI Mu'alimat SDN Cukir 1.

3.4 Sub-district in Jombang

Jombang is a small town. This district is divided into 21 sub-districts. It can be seen as follows,

No	Sub-district	(km ²)	Number of village
1	Bandar Kedungmulyo	32.50	11
2	Perak	29.05	13
3	Gudo	34.39	18
4	Diwek	47.70	20
5	Ngoro	49.86	13
6	Mojowarno	78.62	19
7	Bareng	94.27	13
8	Wonosalam	121.63	9
9	Mojoagung	60.18	18
10	Sumobito	47.64	21
11	Jogoroto	28.28	11
12	Peterongan	29.47	14
13	Jombang	36.40	20
14	Megaluh	28.41	13
15	Tembelang	32.94	15
16	Kesamben	51.72	14
17	Kudu	77.75	11

18	Ngusikan	34.98	11
19	Ploso	25.96	13
20	Kabuh	97.35	16
21	Plandaan	120.4	13

Source: Wikipedia Kabupaten Jombang

3.5 Number of elementary school and Islamic elementary school in Jombang

There are many elementary schools in Jombang, including private and public under the Ministry of Education and Culture and also the Ministry of Religion. The number of elementary school in each sub-district can be seen as follows,

No.	Subdistrict	Number of School			
		Elementary School (SD)		Islamic Elementary School (MI)	
		Public	Private	Public	Private
(1)	(2)	(3)	(4)	(5)	(6)
1	Kec. Bandar KDM	18	-	1	13
2	Kec. Perak	20	2	-	12
3	Kec. Gudo	24	1	-	10
4	Kec. Diwek	32	4	-	33
5	Kec. Ngoro	34	3	-	17
6	Kec. Mojowarno	30	4	-	22
7	Kec. Bareng	28	-	-	11
8	Kec. Wonosalam	22	-	-	5
9	Kec. Mojoagung	27	3	-	17
10	Kec. Sumobito	28	4	-	19
11	Kec. Jogo Roto	14	3	-	21
12	Kec. Peterongan	20	2	1	12
13	Kec. Jombang	51	7	1	16
14	Kec. Megaluh	20	-	-	9

15	Kec. Tembelang	22	1	-	11
16	Kec. Kesamben	24	2	-	16
17	Kec. Kudu	15	-	1	5
18	Kec. Ploso	19	1	-	5
19	Kec. Kabuh	27	-	-	3
20	Kec. Plandaan	24	-	-	4
21	Kec. Ngusikan	12	-	1	5
<i>Total</i>		511	37	5	266

Source : Departement of Education of Jombang Regency

3.6 Data collection technique

1. Questionnaire

It spread to the English teacher. The questionnaire is close ended; it means the teacher just give the thick of “yes” or “no”.

2. Interview

The interview is needed to get the information during the project. This instrument gathered for the additional information in conducting the research.

3. Observation

This instrument to observe the situation in teaching-learning process at class.

3.7 Data analysis

The data that gathered by questionnaire were analysed quantitatively. Then, it percentage by counting the frequency of appearance of “yes” and “no”. After the computation, the results of each questionnaire in the form of the percentage were interpreted on the basis of the following criteria:

criteria	category
86% - 100%	Very good
76% - 85%	Good
60% - 75%	Fair
55% - 59%	Poor
≤ 54%	Very poor

(Adapted from Purwanto, 2013:103)

The data which were gathered by interview and observation were analysed qualitatively by describing the result.

CHAPTER 4 FINDINGS AND DISCUSSIONS

This chapter presents data presentation gathered from the survey research in eleven elementary schools in Jombang, East Java. It covers the findings that show the teaching and learning English in elementary school and the discussion reveals the analysis.

4.1 Research Findings

The research subject was located in eleven elementary schools, including English teacher, elementary students, and also headmaster. The data were gathered by using some instruments, they were observation checklist, interview and questionnaire.

4.1.1 The Teaching of English Conducted in Elementary School

To find out how the teaching of English conducted in elementary school, the researcher observed the teacher when teaching English in the class. Additionally, the researcher also had an interview with the English teacher and also the students in elementary school. Therefore, the information was taken from three sides of subject, they were researcher, English teacher and students to convince that the information was valid.

Observation data showed that the teacher usually opened the lesson with greeting in English. But they never used warm up. Only one teacher used warm up in opening the class. The teacher also used the target language. Warm up is used to get students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the lesson for example song, mimes, jokes, dance, and play (Brown, 2007: 185).

When the researcher asked about the technique in teaching English. Mostly the teacher used teaching technique such as song, role play, games, real teaching, have fun, lecturing, question-answer, repetition, drill and TPR. It seems like some teachers did not understand what

kind of teaching technique is.

On the contrary, based on the observation in the field, it showed that the teacher usually used lecturer, repetition, drilling and question-answer technique. They never used TPR (Total Physical Response) technique or used body language to explain the meaning of the words.

Additionally, based on the interviewed from the students' answer, the teachers rarely used such song, games and media. The teachers often used the textbook and followed the material on it. No matter whether the material used abstract vocabulary or concrete vocabulary. They blindly used the book from the publisher. They did not follow the guide or the curriculum.

Moreover, the teachers did not know what concrete or abstract vocabulary is. When they were asked about the vocabulary that they taught to the learner, they asked what the meaning of abstract and concrete vocabulary is and some of them gave ambiguous answer.

While other schools, there were 4 private schools made their own syllabus and the book and distributed it to be used in their school community. The material was based on their own decision. the objective of the syllabus was to improve the vocabulary so they emphasize on vocabulary.

In the process of teaching and learning at the classroom the teachers said that they could control the class. But based on the observation showed that those who could control the class, it consisted of small students. While those who have big number of students in one class could not control the class. The students were noisy.

When the observation was done in the class the teachers taught about grammatical sentences, translation and the writing sentences that made the students

confused. Additionally, fewer schools taught about the vocabulary.

Teachers' ability to teach was quite good they used many variation of teaching technique but this condition only happened based on the material. They mostly followed the material in the book. Therefore, the used of technique mostly the same like lecturing, question-answer.

The pedagogic competence of the English teacher in elementary school was not really good. They just knew few types of teaching technique. They still need to learn more about the types of teaching technique.

4.1.2 The Obstructions in Teaching English in Elementary School

The data that gathered from the questionnaire and interview were different. In the questionnaire the students mostly gave positive answer about the teaching and learning of English in their school. Whereas when they were asked in interview they gave negative answer. They stated in the questionnaire that they like English because it was easy to understand and their teacher was giving an interesting topic and explaining it clearly. But they had different statements when they were interviewed.

This data explains about the teacher and student problems in teaching-learning English. The teacher and students were interviewed in different place and time. So there was no influence from the teacher or their friends. The students answered about what they felt when studying English.

1. SDIT AL UMMAH

The problem faced by the English teacher in the class was about the time. English lesson was just taught once a week in the afternoon. To solve the

problem, the English teacher gave easy lessons and connected that to the student's daily activities. With these solutions, the students could understand the subject easily and the teaching process did not need a lot of time. So, the teacher could save their time.

There were also other problems in the class. Sometime some students were very noisy in the class. This happened when they asked to answer the questions in front of the class. Some students also could not remember the English subject in a period of time. They had difficulty to pronounce English vocabularies. Fortunately, they still understood with the teacher's explanation and abstract vocabularies if the teacher repeated the word one by one. They also could understand the English structure or grammar easily.



(English teaching process in SDIT Al Ummah)



(English teaching process in SDIT Al Ummah)

2. **SDN CUKIR I**

The English teacher had problems with the limitation of the time and there was no guidance book (LKS). To solve these problems, the English teacher did not give many lessons and minimize the writing section. The teacher also asked the students to be on time and advised them to bring their books to the class like an English dictionary and picture dictionary.

Another problem was the students could not concentrate on the class because the English lesson was taught in the afternoon from 01.00 pm until 02.00 pm. Because of that, the teacher did not give many lessons. In the teaching process, the students also had difficulties to understand the meaning of the sentences. Sometimes, some of the students did not understand at all about the teacher's explanation. But some of the students could still remember the English lessons in a long period of time.



(English teaching process in SDN Cukir I)

3. SD KATHOLIK WIJANA JOMBANG

The teacher had a problem with their writing skills in English. Because 90% of students still could pronounce the English vocabularies, but their writing skill was still poor and wrong. To solve this problem, the English teacher asked the students to copy and read the words repeatedly. In the class, there were also students that very noisy.

Sometimes the students had difficulty to remember the subject or lessons in a long period of time because it depends on the topic. Some of the students also had the problem to remember abstract vocabularies. There were also some of the students that did not understand the teacher's explanation and had difficulty to understand the English structure/ grammar but it still depend on the subject.



(English teaching process in SDK Wijana)



(English teaching process in SDK Wijana)

4. **SDK PETRA**

The problem faced by the English teacher in SDK Petra was to make the students focus or concentrate in the class. Sometimes the students were very noisy in the class. Because of that, the English teacher reprimanded the students to make them more focused in the class. Even though they were noisy, they still could remember the teacher's explanation in a long period of time and still could understand the abstract vocabularies. Unfortunately, the students still need time to understand the English

structure. Another problem was the students had difficulty in English teaching process because they could not understand the meaning. There were also students that did not understand the teacher's explanation.



(English teaching process in SDK Petra)



(English teaching process in SDK Petra)

5. MI MUALIMAT

The English teacher in MI Mualimat had several problems in teaching English. They were the students could not pronounce English words and lack of self-confidence in speaking English. The teacher also had difficulty to handle the class when there were students that very noisy. The teacher's way to solve the problems were training the student continuously when the teaching process, gave the motivation, used gesture and reprimanded the students when they were noisy.

In the English teaching process, not all of the students could understand the grammar or the English structure and abstract English vocabularies in a long time because it depends on the students. But the teacher still tried to solve this problem by explaining to the students one by one about the lesson.



(English teaching process in MI Mualimat)

6. SDN JOMBANG 3

The problems in SDN Jombang 3 were the students could not understand the teacher's explanation and the new vocabularies in the class. To solve the problem, the English teacher explained the lesson to the students repeatedly. The teacher also asked the students to write and remembered the new vocabularies. Sometimes, some of the students were very noisy in the class and bothered the other students.

Half of the students could remember the English lesson that had been taught in a long period of time. Some students also understood abstract vocabularies. Unfortunately, the students still had difficulties in understanding the English structure or grammar.



(English teaching process in SDN Jombang 3)

7. SD PLUS DARUL ULUM

The problems in SD Plus Darul Ulum in the teaching process were about structure or grammar. Another problem was about the limited of time. The

students got the English lesson for more than 2 hours or 135 minutes. There were some of the students that still remember the lessons in a long period of time their skill in understanding abstract words and English structure or grammar were still lacking. To solve these problems, the teacher gave exercises to improve the students' ability. In the class, there were also students that noisy and there was also a student with the special need. So, the teacher must be more patient when teaching English in the class.



(English teaching process in SD Plus Darul Ulum)

8. **SDN KWARON**

The problems that faced by the teacher was when the students were very noisy in the class. When the teaching process, some of the students were very noisy and sometime they annoyed their friends. To solve these problems, the teacher gave them questions about the subject in order to make quiet. When their answers were wrong, the teacher would repeat the lessons that they still did not understand. Another problem was there were few students that

had difficulties in the pronunciation English word. So the teacher taught the lesson repeatedly and asked the students to pronounce the vocabularies again.

The students also could not remember the lesson in along period of time if the teacher did not explain it again. The students also had difficulties to understand abstract vocabularies and English structure or grammar.



(English teaching process in SDN Kwaron)

9. **SDI SABILILLAH**

The English teacher had a problem in the class because when she was explaining the lesson there were few students that still did not understand. There was a student with a special needs. Because of that, the teacher explained the lessons repeatedly. Sometimes students also felt bored so they could not understand the lessons. Another problem was, the students could not remember the lesson in a long time and had difficulties to understand the structure or English grammar. But they still understood the abstract vocabularies.

To solve those problems, the English teacher would find a way to explain again the lesson with a different method, for example, the games. With the games, the students would not feel bore and could understand the subject easily.



(English teaching process in SDI Sabilillah)



(English teaching process in SDI Sabilillah)

10. **MIN 1 JOMBANG**

The English teacher had a problem with writing English vocabulary correctly. Sometimes, the student could not remember the lesson that had explained in a long period of time. They also had difficulty to understand abstract vocabularies. But they still understood the English structure or grammar. To solve these problems, the teacher would teach the lessons repeatedly and patiently.

The students were also very noisy in the class. So the English teacher had difficulty to make them stayed focus and concentrated. And when this happened, usually the teacher would give the punishment to the noisy students.



(English teaching process in MIN 1 Jombang)

11. **SDN JOMBANG 2**

The students could understand the lesson clearly but there were some students who could not understand about difficult vocabulary. Sometimes students found difficulties when learning English. Some students did not understand the teacher's explanation because they did not concentrate.

The students could not concentrate for a long period because the more they learned the more

they felt bored. They got bored because the teacher taught monotonous lesson. The teacher also rarely used games when teaching English therefore the teaching – learning activities were boring.



(English teaching process in SDN Jombang 2)

For the problems that was happening in each school, it can be concluded that. The first problem came out from the teacher's view that they said it was difficult to handle the class. The students were crowded and noisy. Furthermore, if there were more than 20 students in the class, it was difficult to make them quite. Mostly in public elementary school the number of students in a class consist of 30's to 40's. While in the private elementary school the number of students consist only 20's.

Secondly, the teacher said that it was difficult to explain grammar and structure. And the students were difficult to remember about abstract vocabulary.

Thirdly, the teacher said that the time was very limited in teaching English. The time was not enough to explain all the material.

Fourthly, the teacher said that students were difficult to write and pronounce English words. It needed more time and repetition to correct it.

The next problem came out from the students' view. The

students said that they could not understand about grammar and structure in English. The teacher did not give any variation of teaching so it made them bored. They wanted more games and activities. Moreover, they said that it was difficult to write and pronounce in English. And some of them said that they did not know the meaning of English words.

4.1.3 Elementary Students' Attitude at the Process of Teaching and Learning

These data were taken from the questionnaire which was spreading to the elementary students. The questionnaire was made based on the several indicators. The concept of the questionnaire was to get the information about the students' attitude toward English as a subject and at the process of teaching-learning in the class. The blue print of the questionnaire can be seen as follow;

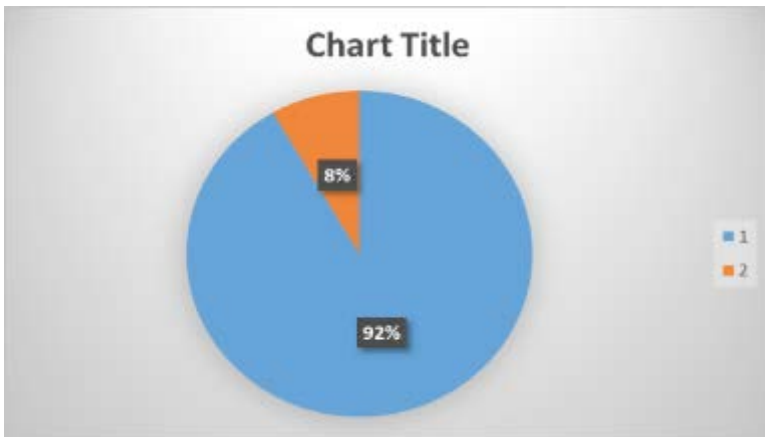
No	Concept	Variable	Sub Variable	Number
1.	Students attitude toward English.	1.1 Attitude	1.1.1 Interest 1.1.2 Active 1.1.3 Happy 1.1.4 Self confidence	1 2 3 13
2.	Students attitude at the process of teaching and learning English.	2.1 Teacher	2.1.1 voice 2.1.2 competence 2.1.3 Attitude	15 16 17,18,20
		2.2 Teaching method	2.2.1 Teaching technique 2.2.2 speak english 2.2.3 use media	19,21 22 5,7,8,9,10,14,23
		2.3 Classroom atmosphere	2.3.1 sit in a group or make circle	24
		2.4 Material	2.4.1 Topic 2.4.2 picture 2.4.3 color	11,25 26 27
		2.5 Media	2.5.1 media variation 2.5.2 skill in using media. 2.5.3 the compatibility of media and the lesson	28 29 30
		2.6 Competence	2.6.1 undertanding 2.6.2 difficulty 2.6.3 vocabulary 2.6.4 concentration	32 6 4,12,31 33

Table 4.1

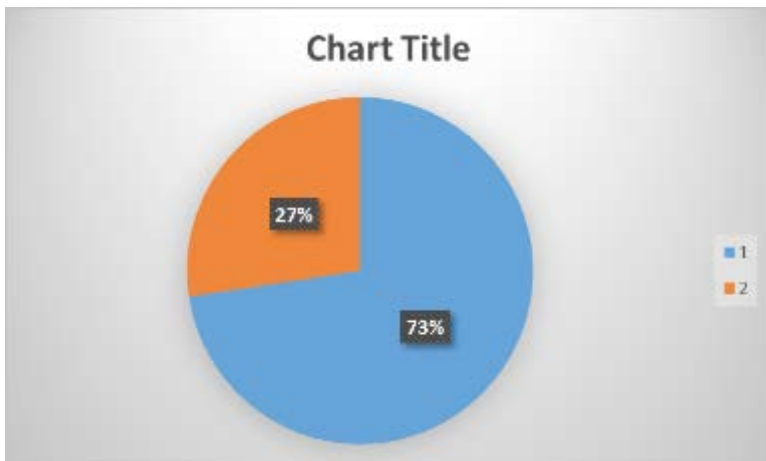
(Description of the variables for the questionnaire of students' response toward English.)

There were thirty-three questions that students had to answer. The result of the questionnaire can be seen as follow,

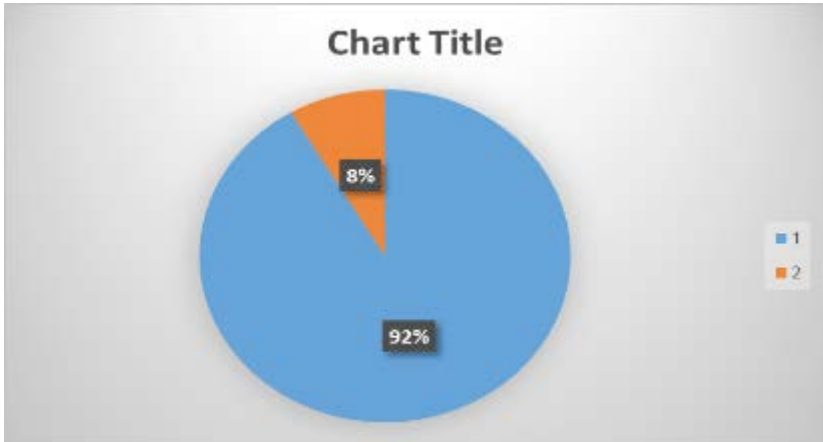
The first indicator was about students' attitude toward English as a subject that have been taught in elementary school as a local content subject or extra-curricular subject. It consisted of four questions where the answer counted in percentage.



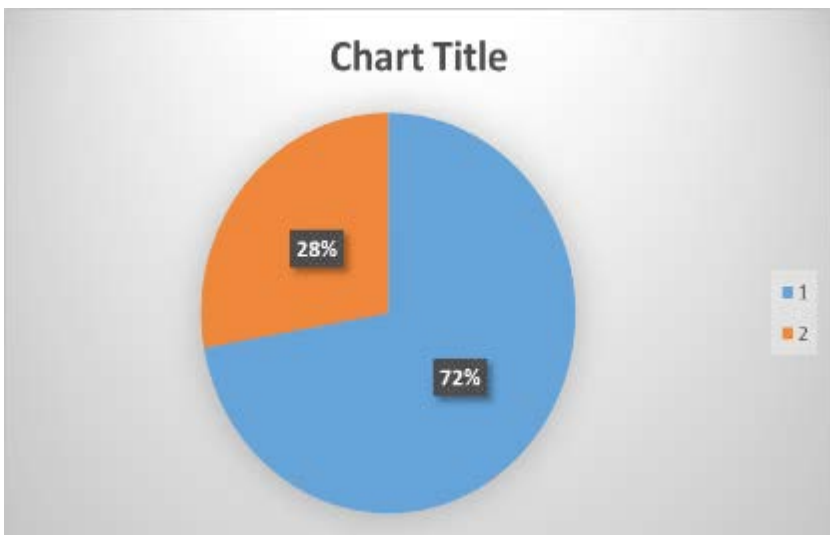
Question number 1 about students' interest in English. There were 92% students said that they were interested to learn English.



There were 73% students who gave positive answer when they were learning English at school. They said that they felt more active in giving question and answer when learning English.



There were 92% students stated that they felt happy when they were learning English.

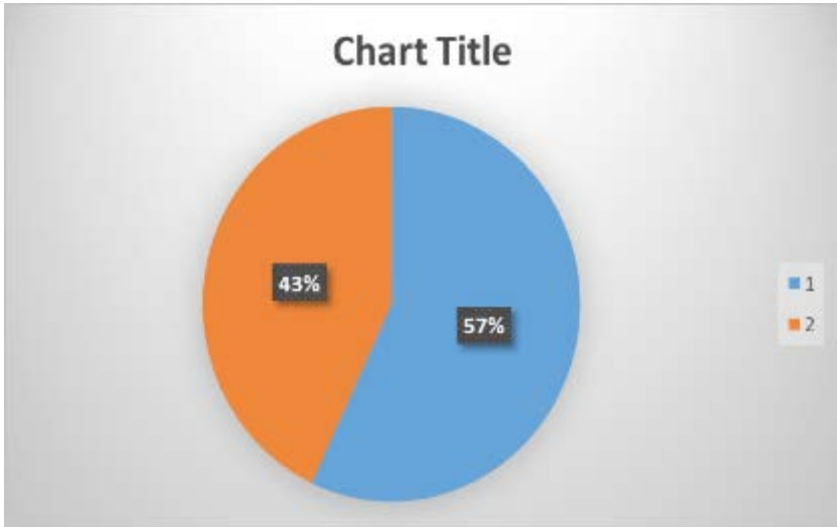


There were 72% students said that they felt more confident when they learned English.

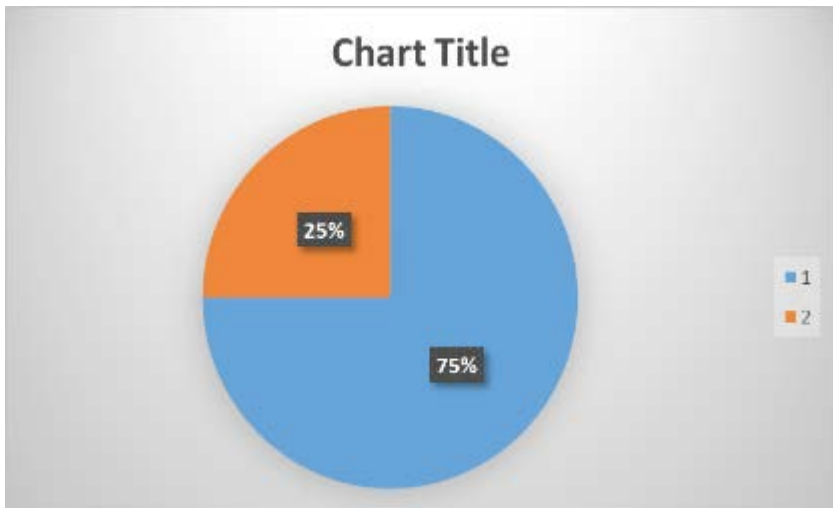
It can be inferred that most of the students gave

positive answer about English as a subject. The students have positive attitude toward English as a subject.

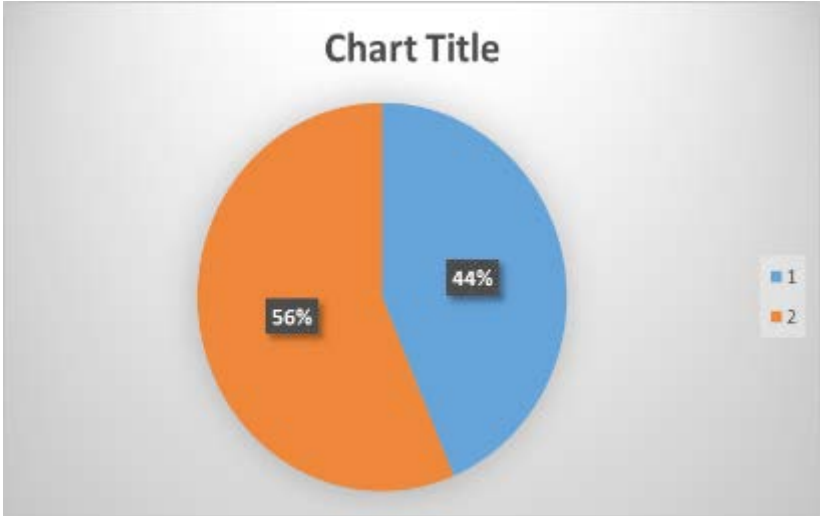
The result for the second indicator, explained about the students' attitude at the process of teaching and learning English can be seen as follows,



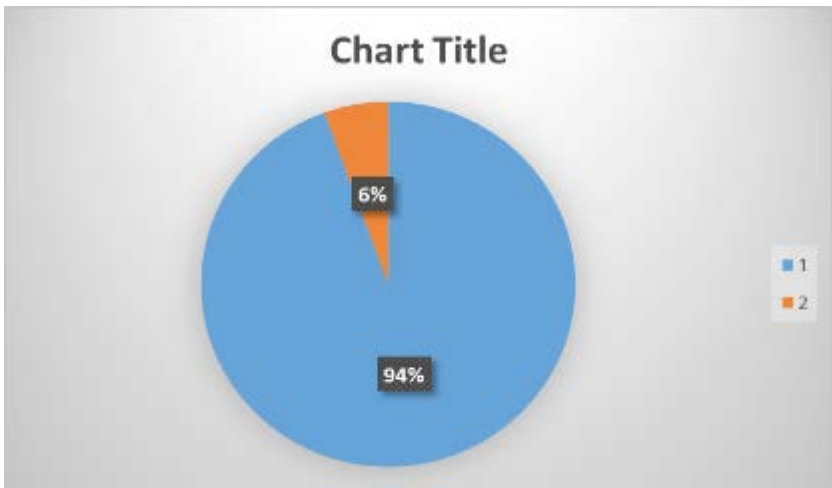
When they were asked about their understanding of English vocabulary, 57% students said that they understood English vocabulary easily.



There were 75% students stated that their teacher used media when they taught English.

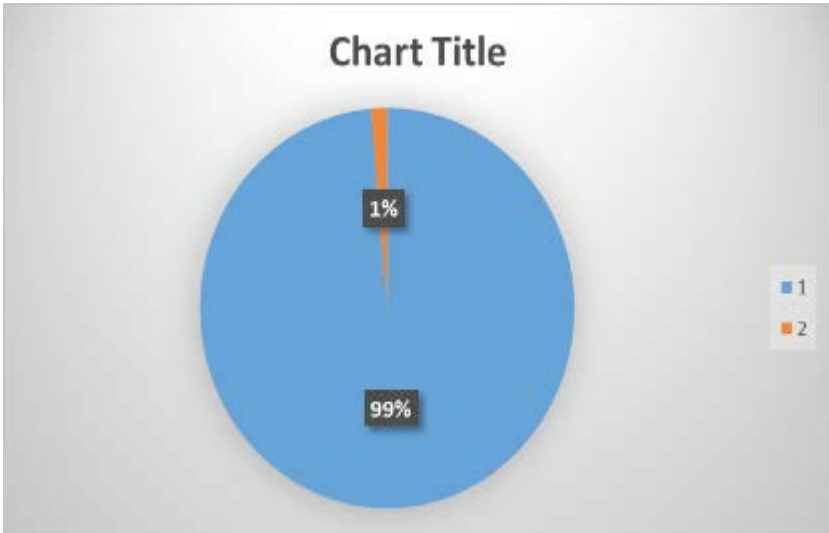


The students said that 44% had difficulty in learning English. While, 56% they did not have any difficulty in learning English.

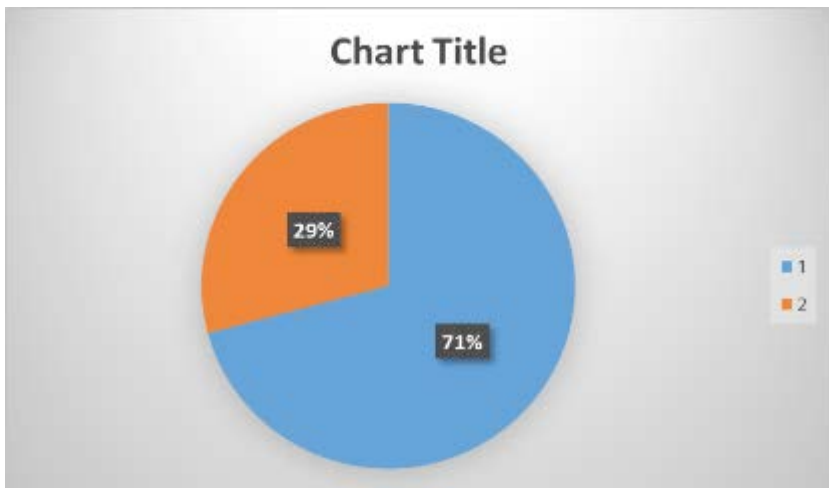


There were 94% students felt satisfied with their teacher when teaching English. While, there were only

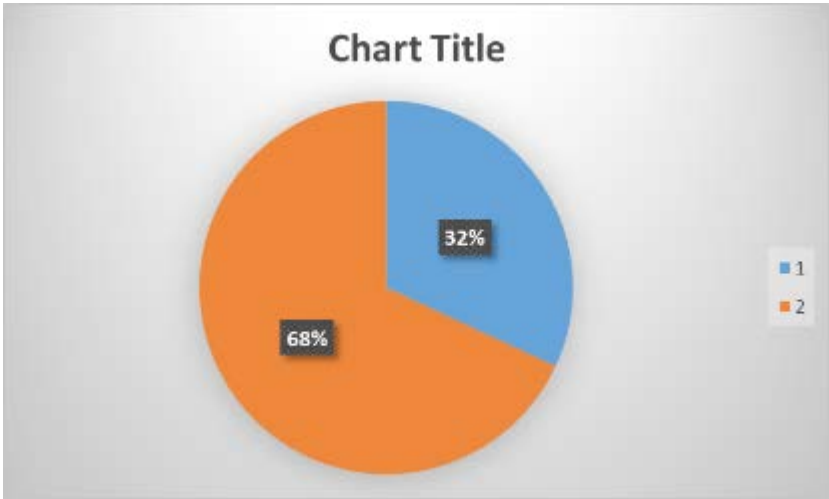
6% students unsatisfied with their teacher.



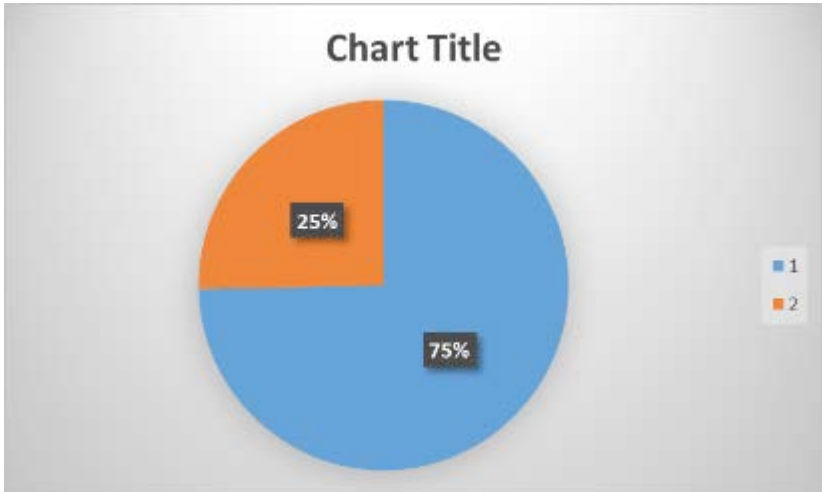
There were 99% students stated that they teacher explained the lesson clearly.



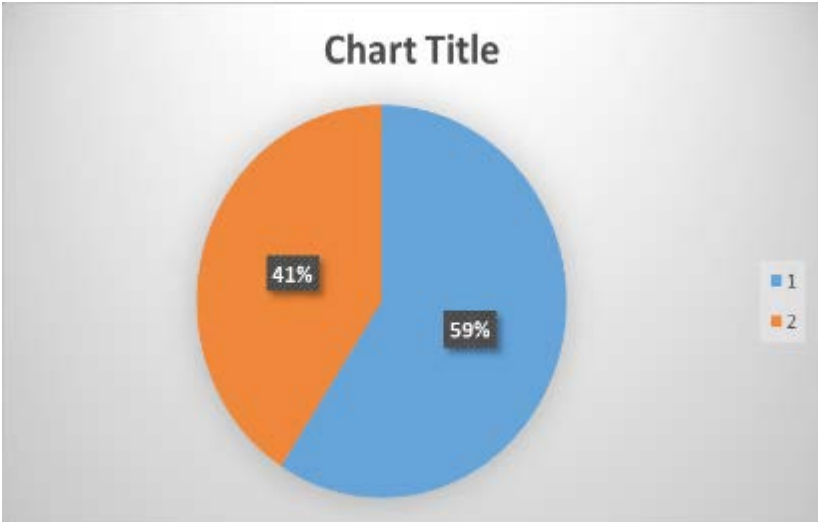
There were 71% students stated that the teacher explained and translated the difficult vocabulary. While, 29% said that their teacher did not translate difficult vocabulary.



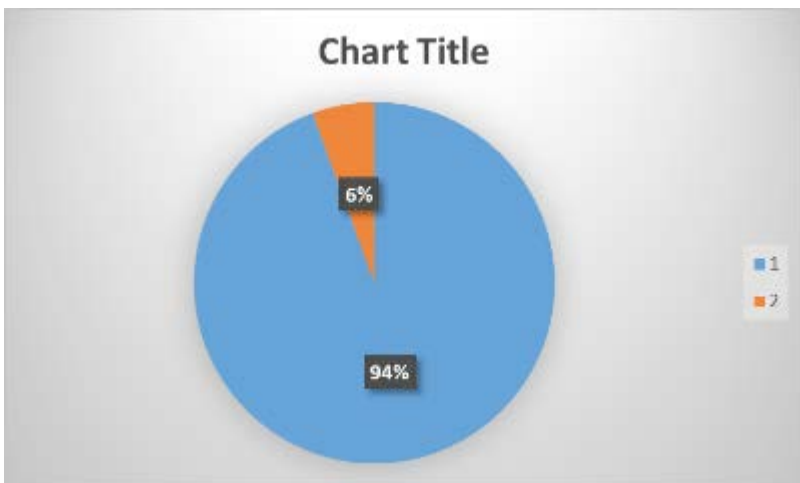
These data showed that 68% students stated that their teacher did not ask them to look up difficult words by themselves.



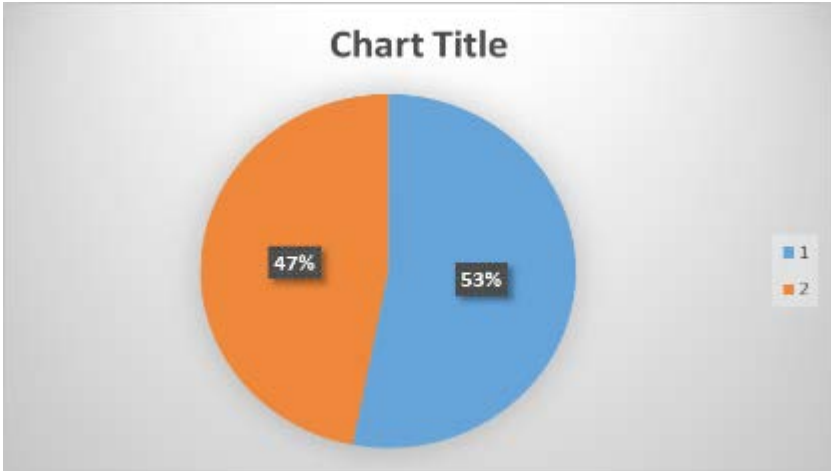
There were 75% students stated that the teacher taught structure and grammatical sentences.



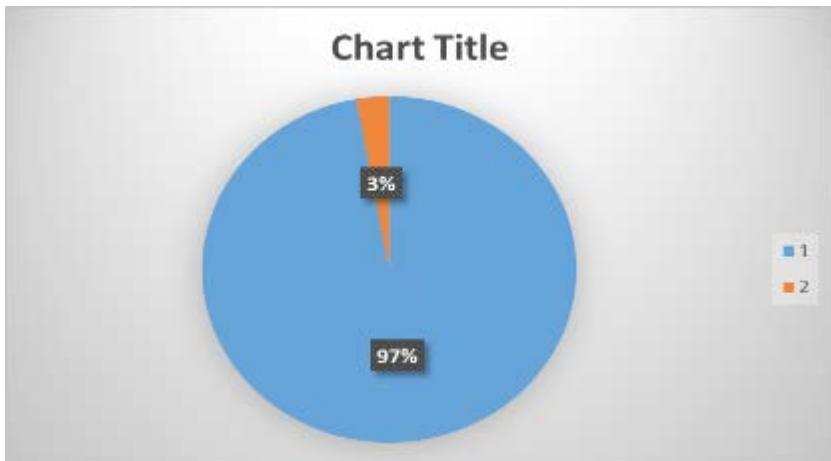
There were 59% students said that their teachers used various games to improve their English vocabularies.



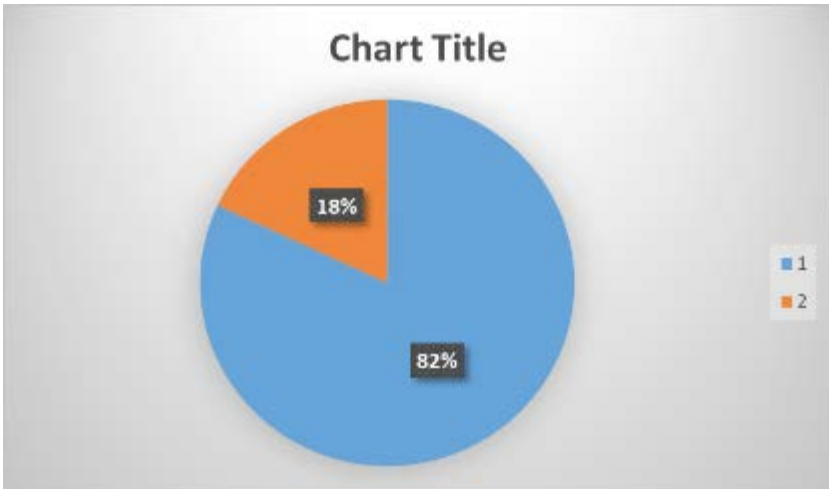
There were 94% students said that they like the teacher's strategy on teaching english. They were really enjoyed on how the teacher explained the subject.



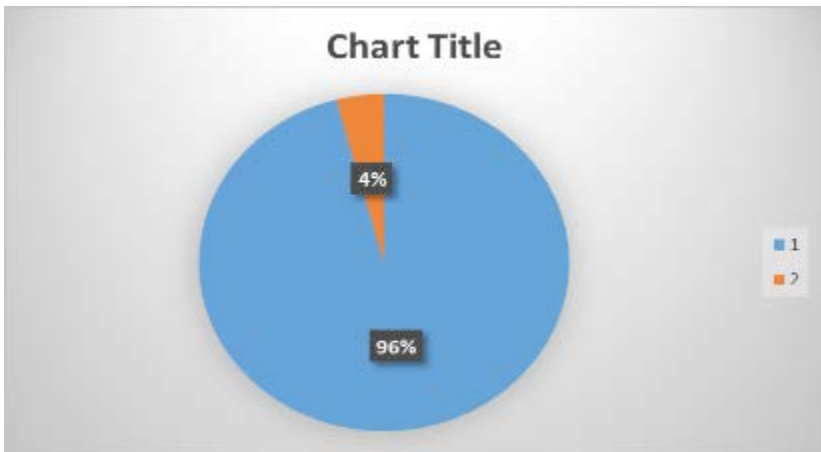
Based on the data, 53% students said that their teacher used loudly voice to teach English. On the other hand, 47% students said that they could not really hear the teacher's voice.



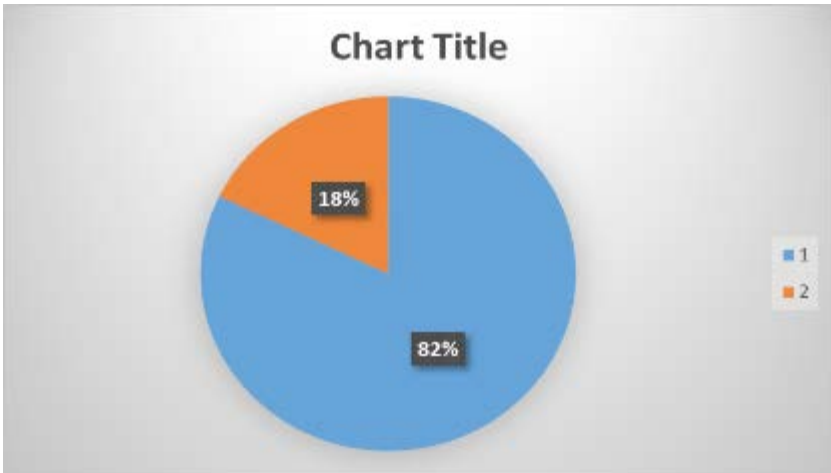
Most of students, 97% thought that their teachers explained the subject clearly. Only 3% students thought that their teacher could not explain the subject clearly.



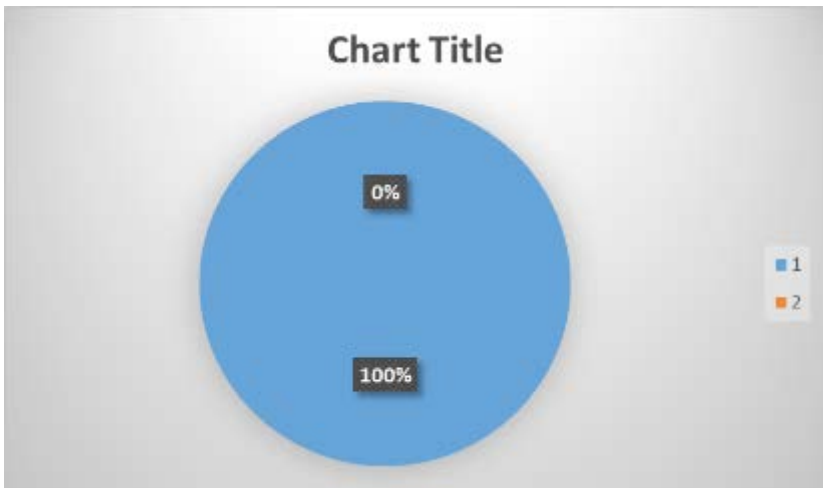
There were 82% students said that their teachers made some jokes in the class when teaching English.



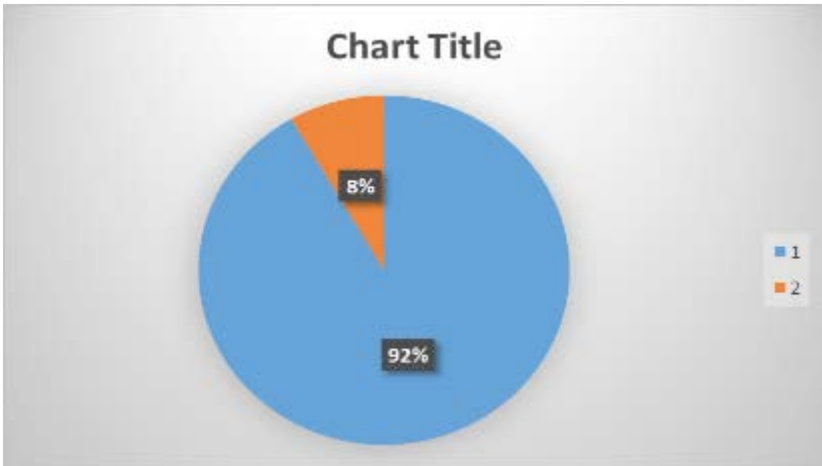
The diagram showed that 96% students thought that their teacher was very patience in teaching English. On the contrary, 4% students thought that their teacher impatience in class.



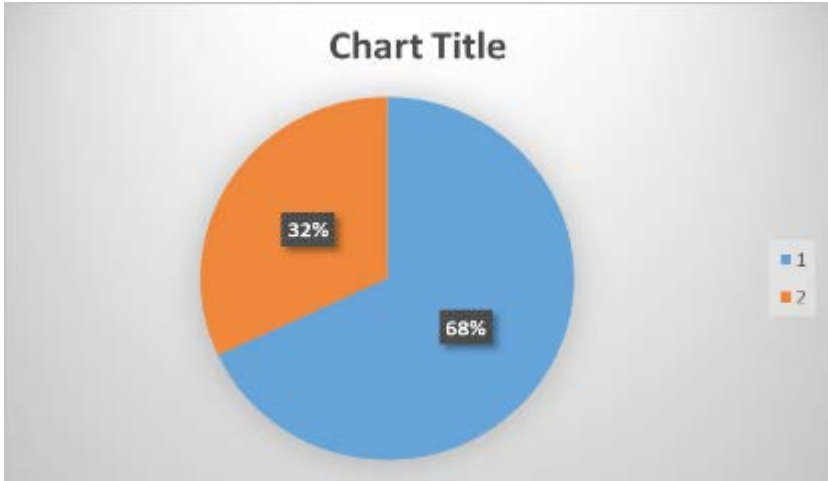
There were 82% students said that the English teacher used example in daily activities to explain the lesson.



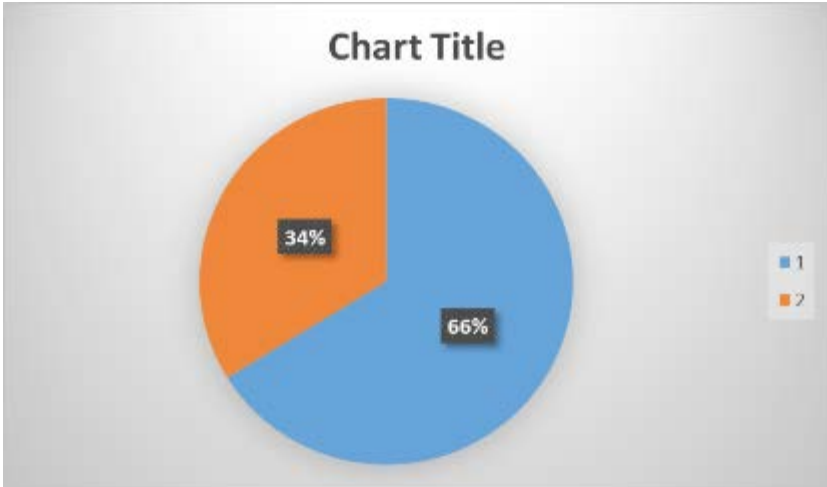
All of students, 100%, said that their teachers had good behaviours in class when they were teaching English.



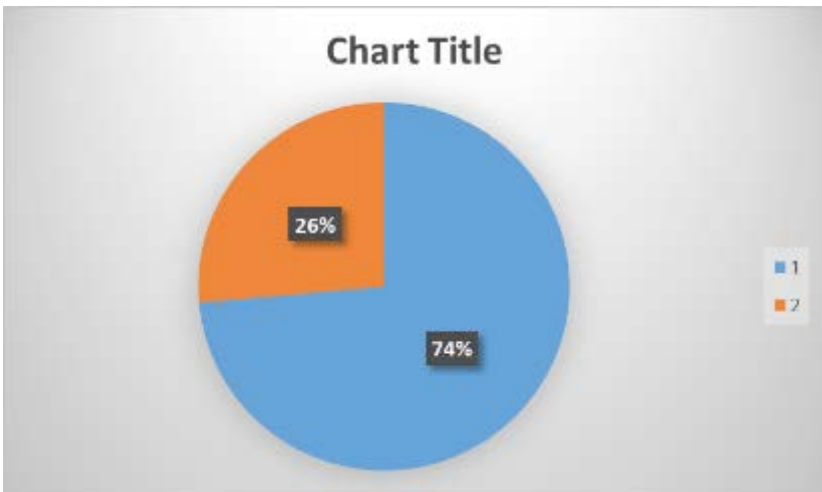
There were 92% students said that their teacher used good and creative technique in teaching English.



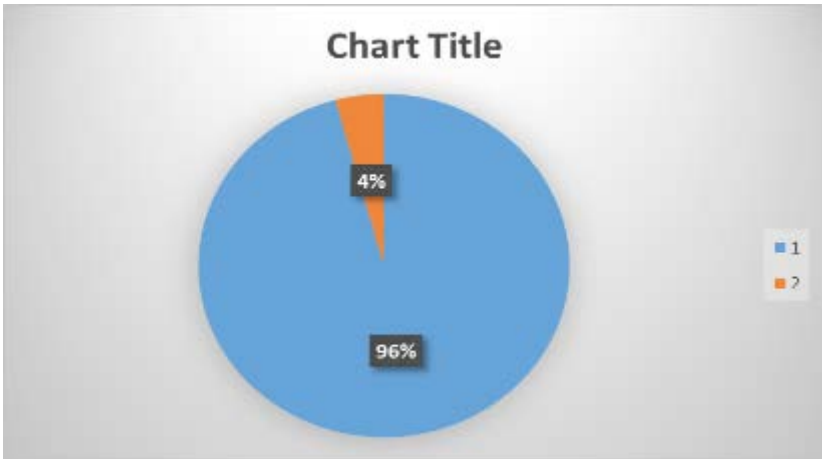
There were 68% students said that the teachers used English in the class when teaching English.



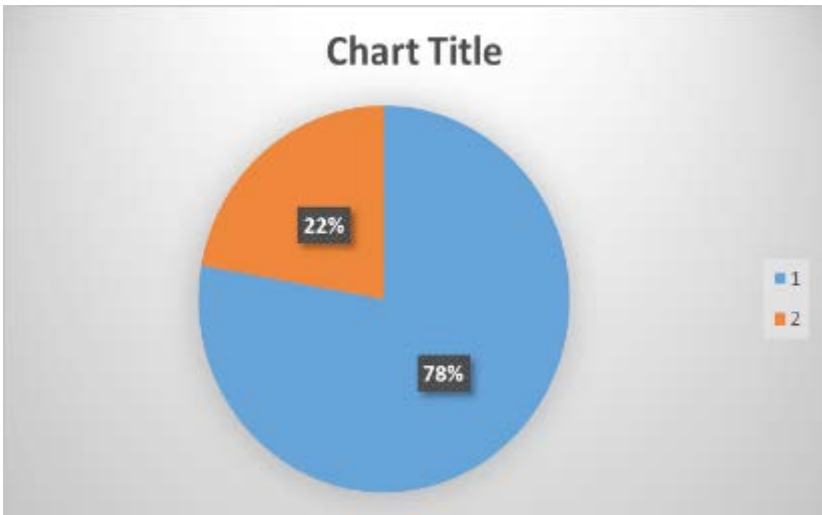
When the students were asked whether the teachers used pictures and songs in teaching English, 66% students said yes. In Contrast to 34% students said no.



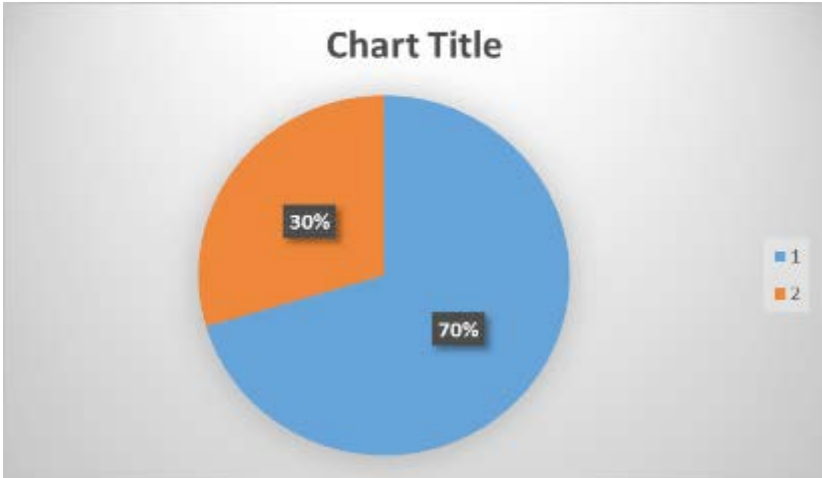
There were 74% students said they like to sit in a group and made a circle.



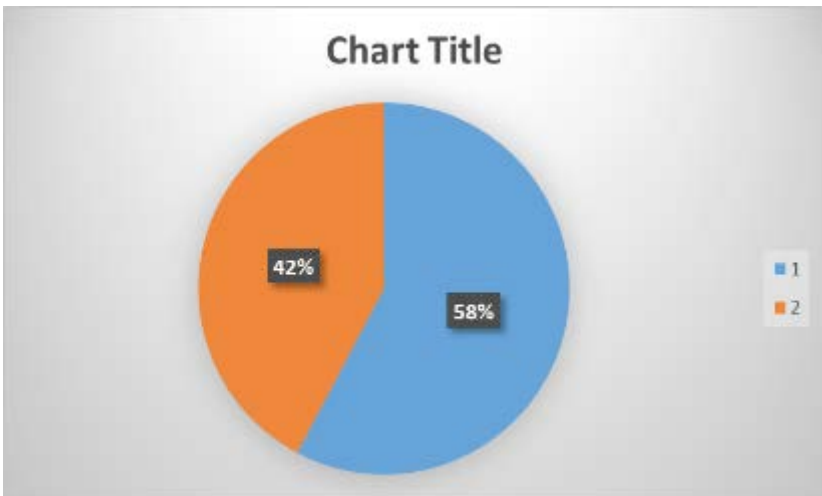
From the chart 96% students thought that the topics of the subject were easy to understand. On the contrary, just 4% students said that the topics were difficult.



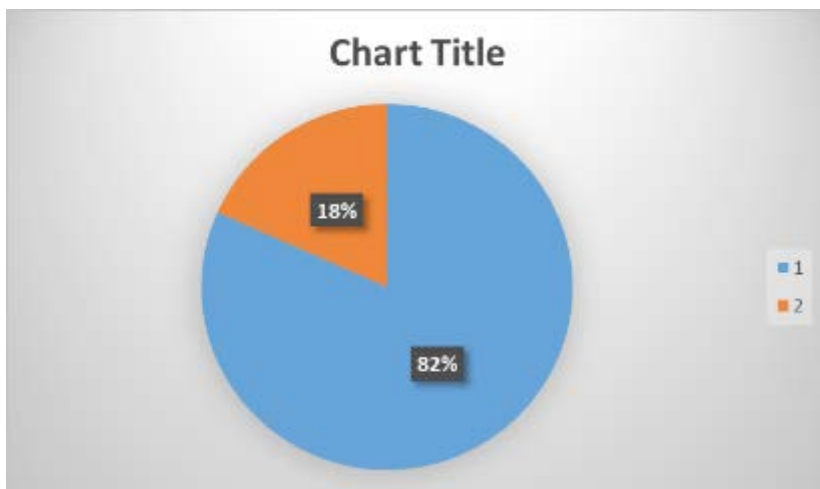
Based on the data, 78% students said that the pictures that were used in the class were very interesting and clear.



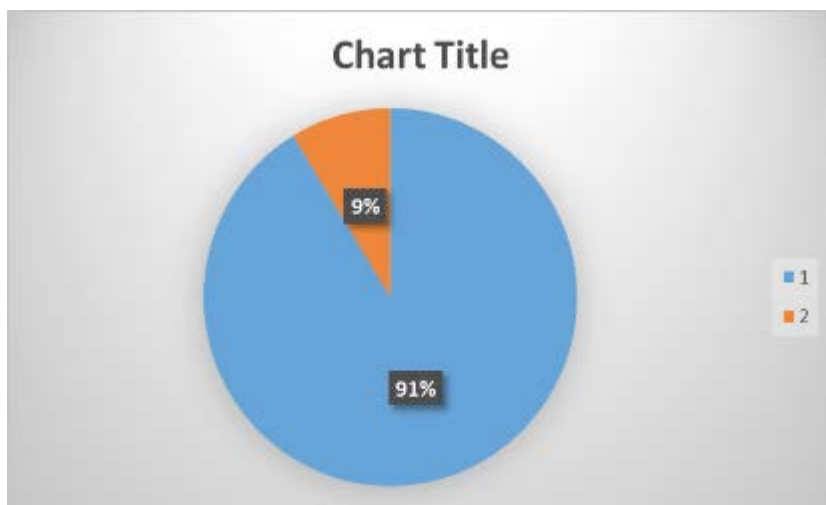
There were 70% students also said that the color in the pictures were very interesting. This statement was different from 30% students that stated the pictures were not very interesting.



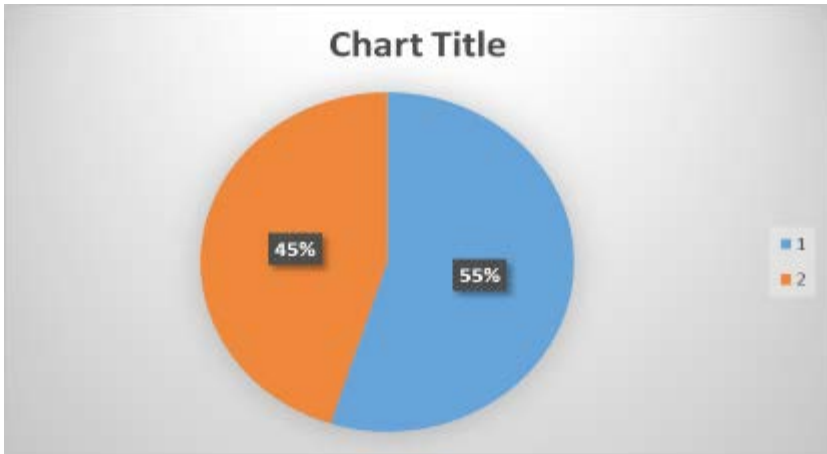
According to 58% students, the teachers used any kind of media such as songs, pictures or LCD. On the other hand, 42% students said that the teachers did not use any kind of media.



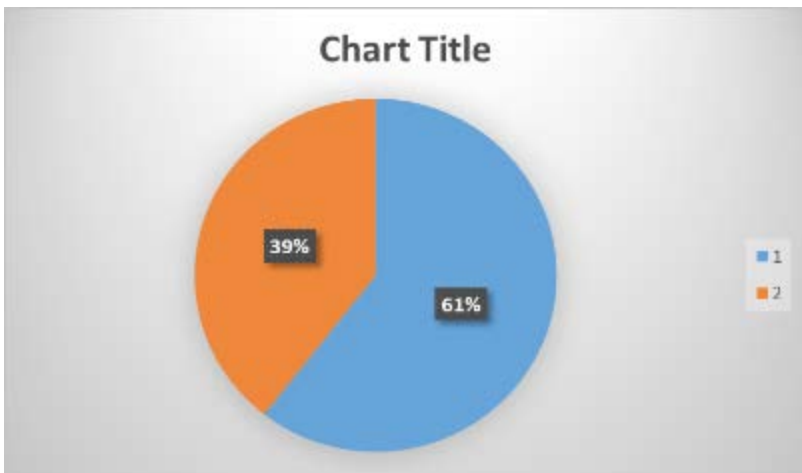
According to 82% students, the teachers were talented to use the media in teaching English.



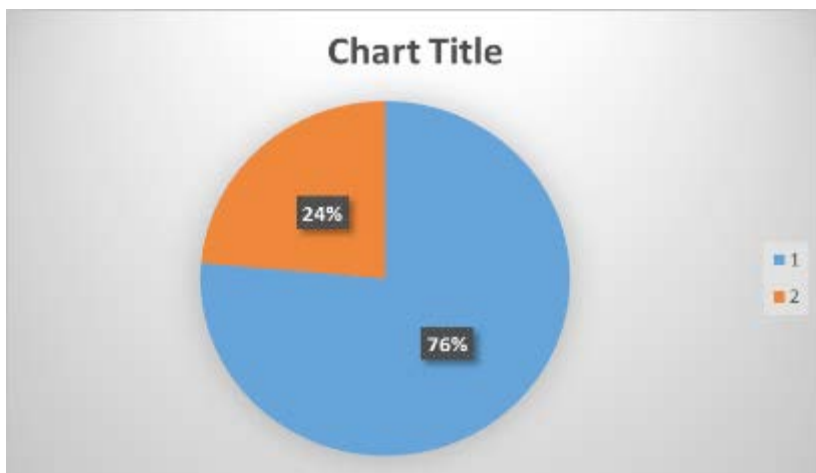
Based on 91% students, the media that was used in teaching English was related with the topics. On the contrary, 9% students said that it was not related.



There were 55% students said that they could remember English vocabularies vocabularies. In contrast with 45% students that said they had difficulties in remembering the vocabularies.



According to 61% students, they could not understand the English structure or grammar. While, 39% students understand the structure or grammar.



Most of the students, 76%, stated that they could concentrate in a long periode when teachers explained the English subject.

From the result of the students' questionnaire, it could be inferred that most of students gave positive responses to the teaching and learning of English in elementary school. Although most of them gave positive responses, there were some negative responses. Surprisingly, the data were found that 75% students said that they the teacher taught grammar and structure, moreover 61% students stated that they could not understand the English structure or grammar and there were 68% students said that the teachers used English in the class when teaching English.

Additionally, the data that found in public school had different result in competence. They are SDN Jombang 2 and SDN Jombang 3 which are located in the city of Jombang, and SDN Kwaron 2 and SDN Cukir 1 which are located in the village. There were 62.5% students said that the teacher never used games to improve the students' vocabulary. Furthermore, there were 62.5% students said that they were difficult to remember vocabulary in

English. Moreover, 71% students said that they could not concentrate for a long period when learning English.

Finding that the most of the students could not remember the vocabulary easily, it was not surprised because this result correlate with the theory that children have weak memory, the storage and recall of young learner is not complete yet (Paradowski, 2008).

Furthermore, the result also showed that most of the students could not concentrate for a long time. This is also in line with Paradowski (2008) statement that children have a short attention and concentration span. They are not able to learn grammatical structures or complete sentences.

Based on that data, the difference in competence could be caused by the difference of students' intelligence and the way how the teacher's taught the students. Teacher's creativity also gave significant impact to the students' competence. While, mostly in the private school the teachers used their own book and used games. Besides that, the students in private schools had private tutor at home to learn English. These students not only studied at school but they also studied at home, they were taught by private tutor.

Generally, the teaching and learning process in public school happened traditionally. The use of book was not good selected, the media were limited, the teachers taught traditionally. They did not have any additional knowledge or skill to improve their competence. Furthermore, the students in public school came mostly from low medium economic class, this condition made they did not have any choice to select good school or had private tutor at home.

4.1.4 English Teachers' Competence in Elementary School.

4.1.4.1 English Teacher's Education Background

Based on the interview that was conducted in eleven elementary schools it was found that 3 out of 11 English teachers in elementary schools did not graduate from English language department. They are from International Relation (HI), teacher education at Islamic elementary school (PGMI), and teacher education at elementary school (PGSD).

Most them have been teaching English before for 1 to 10 years. Some of them also had experienced in teaching English at the courses. Only one person still new in teaching English. This teacher is teaching in private elementary school for about 6 months.

Most of them had taken private English courses. But they took courses for general English. They never followed training or workshop about teaching English for young learner. Additionally, English teachers believe and agree that they should be given a training or workshop about English for young learner.

The English teachers' quality in elementary school showed that they had good education background. Most of them graduated from bachelor degree of English language education. While, there were only 3 teachers who did not have English education degree.

4.1.4.2. English Teacher's Competence to Use the Media

The competence in using the media, English teachers also used media such as LCD, picture, flash card, and laptop. When the teacher was asked about the media that they used in teaching English,

they said it depended on the material. If it needed additional media, they would use it. On the contrary, if the material did not need media, they only used textbook.

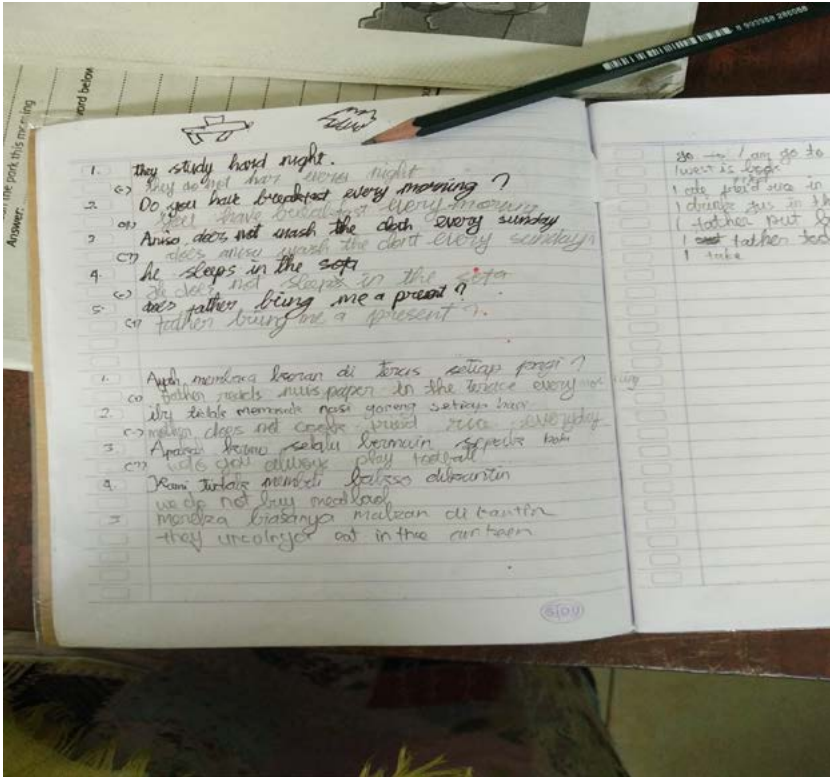
Based on the finding, 4 out of 11 schools used their own book. They made the syllabus and wrote the book. While others used book from the publisher such as Erlangga, fokus, English for children. The book from the publisher are black and white or without colour and have low quality paper. Whereas, only two schools used colourful book and have high quality paper.

It was not stated on what standard or criteria to choose English book. Whether they used good book or low quality book, both showed that the material on that book have many grammatical sentences.

From the data above, it showed that the teachers were able and could use many variation of media for teaching English even though they rarely used it.

4.1.4.3 English Teacher's Competence to Make Evaluation & Assessment

Teachers' competence in making assessment and evaluation showed that they already known how to make the test generally, except 1 teacher who graduated from non-education faculty. Related to the types of assessment, they only used multiple choice, essay and oral test. Unfortunately, they did not know that there are many variations of test that could be used. The sample of test that they use could be seen as follows:



From the sample above, it could be seen that the teacher gave translation and grammar rules. It still happens in elementary school. Those kinds of test should not be given to the elementary students.

4.2 Research Discussion

This part presents the discussion on the research findings which covers the teaching-learning conducted in elementary school, the

4.2.1 The Teaching of English at Elementary School

Based on the findings it can be concluded that even though the questionnaire result said that the students mostly gave positive responses there was a gap of information between the data that gathered on questionnaire and observation. It was seen that there

were negative responses.

The English teacher usually used traditional teaching technique. They did not know many kind of teaching technique that can be used to teach young learner. They usually used lecturing and question-answer technique.

Moreover, based on the data 75% students stated that the teacher taught grammar and structure. While, most of the students stated that they did not understand about English grammar and structure. Additionally, their teacher taught the elementary students using English. This condition is not suitable for the young learner because the goal of teaching English in elementary only to introduce that there is a foreign language (Chodijah, 2012). The teacher in some schools also asked the students to translate and find the meaning of English vocabulary in the dictionary by themselves. The teacher even did not know what concrete and abstract vocabulary is. Children do not understand abstract words, therefore teacher should teach about concrete vocabulary (Brown, 2007:102-104).

Furthermore, at the class the teacher taught the students used the book from the publisher and they just followed it. They did not decide whether the topics in the book was appropriate for elementary students or not.

4.2.2 Obstruction in Teaching English

From the findings it was found that there were some problems in teaching English. The problems came out from the teachers' view and students' view.

Based on Fachrurrazy, (2014:41) children between 6-13 years old like activities/ movements and they have short time concentration, that is why they are easily bored. This condition is not surprised when the researcher found

that elementary students got bored because the teacher did not use many variations when teaching English and they were difficult to remember (pronounce and write) English words. The teacher should not explain too much about the lesson and the teaching should involve all five senses (fachurrrazy, 2014:42). So that the teaching will be more interesting and make the class lively.

Children are still in concrete operational stage (Brown, 2007:102). They do not understand grammar, rules and abstract words or language. The elementary teacher should not teach about grammar rules and abstract words. Teaching grammar only make the students confused because their intellectual development still not ready yet.

4.2.3 Obstruction in Teaching English

From the findings showed that most of students did not understand about English grammar and structure. The most significant findings were found that the students who study in public elementary school which stated that they could not remember English vocabulary easily. They also could not concentrate for a long period when learning English. Furthermore, their teacher never used games in teaching English at school. These findings related to the theory of Fachurrrazy (2014: 41-42). Therefore, the teacher should do the physical movement to teach elementary learner in teaching English such as using games.

4.2.4. English Teachers' Competence in Elementary School

The background study of English teachers in elementary school were related to their subject of teaching. Only three teachers who did not hold the degree from English department. On the other hand, even though they graduated from English department, they still did

not how to use appropriate technique which is suitable in teaching English for elementary student.

They did not know kinds of teaching techniques. They also did not know how to make assessment for elementary students.

In addition, the use of media in teaching English was very rare. They usually used the book as the medium of teaching. They completely followed it blindly without any guide (Chodijah, 2012). They did not analyze the book first before they used it for teaching. They ignored whether the book was suitable with the characteristic of elementary students or not.

CHAPTER 5 CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the research findings and discussions as explained in the previous chapter. The suggestions are addressed to the English teacher, curriculum and decision makers in education, and for the future researchers especially for those who are interested in teaching English in elementary school.

5.1 Conclusions

Referring to the research findings and discussions stated in the previous chapters, it can be concluded that the teaching of English in elementary school in Jombang has not been done correctly. English teachers in elementary school still do not know how to teach young learner. Even though most of them graduated from English department and have been teaching English for many years does not guarantee that they teach elementary school appropriately. They mostly teach grammar rules, abstract vocabulary, and do not use many variations of teaching. They do not know that there are many kinds of techniques for teaching English for young learner. They also rarely to use the media and song. They explain too much. So that many children become confused and feel difficult to learn English.

This condition happens because there is no guide or curriculum from the government for teaching English in the elementary school. Therefore, teacher in elementary school only follow the material in the book. This fact is in line with Chodijah (2012) that the teaching of English in elementary school only follow the book form the publisher. Therefore, elementary teacher makes mistake in teaching English for elementary students. English should be taught in interesting way, simple and easy (Chodijah, 2012).

Elementary English teacher also cannot make assessment which is suitable for the elementary students. The findings showed that the students were given translation and making sentences with grammar rules. Teacher competence in making assessment

is very low. They need to learn more about assessment for young learner.

5.2 Suggestions

In accordance with the above conclusions, the researcher proposes some suggestions to follow up the findings. The suggestions are addressed to the teachers, further researchers, and curriculum and decision makers in education.

For English teacher, they have to improve their knowledge about English teaching for young learner. So that, they can teach elementary students correctly and make the class more interesting. Since English as an extra-curricular in elementary school, the teaching of English should be easier, relax and simple because there is no requirement from the government or curriculum to make the students learn English fluently.

For further researchers, this study can be as a reference to conduct similar study of English teaching in elementary school.

For curriculum and decision makers in education especially in elementary school. the government should make a guide about English teaching in elementary school. So that, the teaching of English will be done properly. Additionally, government should give attention to English teacher in elementary school by giving them training or workshop of to increase their competence in teaching English for young learner, making assessment and use the media.

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