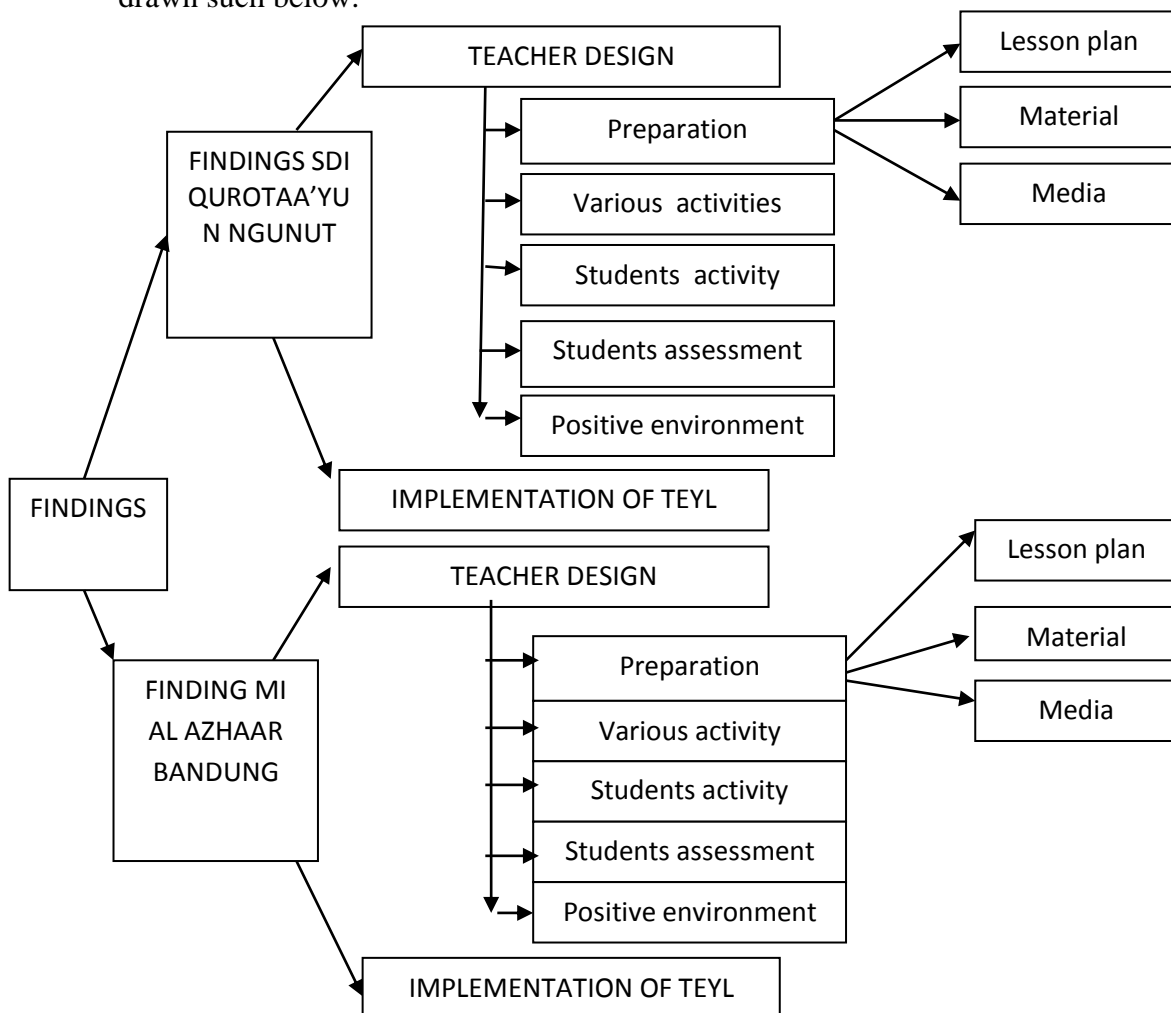


CHAPTER IV

FINDINGS

This chapter presents the description of English teaching learning process at MI Al Azhaar Bandung and SDI Qurotaa'yun Ngunut Tulungagung. The description is categorized into two main points i.e. the teachers design of TEYL and the implementation of TEYL. In short the scheme of the findings can be drawn such below.



4.1 Chart of the findings

(adopted from Creating Supportive Teaching and Learning Environment for English Language Learners, Michigan Eduation)

4.1. Findings at SDI Qurotaa'yun Ngunut

SDI Qurotaa'yun has two kinds of English Curriculum, English from National Curriculum called *English 1* and English curriculum from Cambridge Curriculum called *English 2*. In the fifth grade, Mrs. Khusnul Khotimah S.Pd.I is the teacher of *English 1* and Mrs. Tri Wahyuni S,Pd is the teacher of *English 2*. In the *Bilingual Class Program*, the students learn English for eight sessions in a week (in one session there is 35 minutes). The eight sessions content of two sessions for English from National Curriculum, two sessions for English from Cambridge Curriculum, two sessions for Math, and two sessions for Science. Math and Science (in English) are studied in the Bilingual Class Program as a special curriculum. However, here the researcher just focuses on the implementation of English language in the English lesson not the others (exclude Math and Science).

4.1.1 The Teachers Design of TEYL

The findings of the data related to the good design and practices in TEYL at SDI Qurrotaa'yun Ngunut Tulungagung are divided into five points: (1) good preparation, (2) providing various kinds activities, (3) involving the students actively, (4) using various kinds of assessment, and (5) creating positive language learning environment.

4.1.1.1 The English Teaching Preparation

In this study, the researcher used interview and observation sheet to find information. From the school there are some facts that interesting to be drawn here. The result of the study showed that the English teachers prepared well before implementing English teaching in the classroom. They design the activities in the teaching and learning process in the form of lesson plans, and prepare the teaching materials and teaching media before implementing the English learning.

4.1.1.1.1 Lesson Plan

There are two kinds of English curriculum, English from National Curriculum called English 1 and English curriculum from Cambridge Curriculum called English 2. Therefore there are also two kinds of lesson plans (see appendices 1 and 6). The lesson plan of English 1 usually already made before the new academic year by the KKG (Kelompok Kerja Guru) the group of teacher work especially the English teacher in Ngunut district. Usually it was done in April or May. The students workbook used in the classroom for the first semester is BASIC ENGLISH BOOK FOR ELEMENTARY SCHOOL. This book consists of several topics such as shopping, cooking and birthday party. Here the school still used KTSP as the National Curriculum of English. In the second semester the school used SMART KIDS a kind of BASIC however this is made by the KKG (group of teacher work) of English at Ngunut district. The students' workbook contains of five chapters.

The lesson plan consists of several items; in the top there are: *the name of institution, subject, grade and semester, time allocated*. In the middle there are: *standard competences, basic competences, indicators, goal of the study, the character of students, strategies, methods, material and steps of the learning*. In the bottom there are: *instruments and sources of study, and assessments*.

The researcher gave an example of lesson unit 5 “Transportations” which was implemented in May 2019 when the researcher observed the English teaching practices (see appendix 13). This unit discussed about kinds of transportation. The time allotment was 2 x 35 minutes divided into three activities; pre-activities, whilst activities, and the post –activities.

In the pre-activities (10 minutes), Mrs. Khusnul as the teacher of *English 1* of Fifth grade students SDI Qurotaa’yun Ngunut entered the classroom by holding the material book. She greeted to the students and checked the students attendance, the students answered the greeting together. The teacher asked the students condition and the previous lesson, the students answered the questions. Then the teacher connected the last material with the new material would be discussed.

In the whilst activities (50 minutes), the teacher read the material book SMART KIDS deal with transportations in the English book page 51-52 every single word. The students were listening, imitating, and translating the words altogether. If there are incorrect or inappropriate sounds, the teacher corrected the answers.

Next the teacher asked the students to answer the questions in the students' workbook. After some minutes the teacher explained and discussed the assignment with the students. There some type of assignments such as; *answer the questions based on the passage, matching, jumble words, and answer the questions based on the pictures etc.*

After some moments, the teacher played a video deal with transportations on the wireless TV. The students watched the video; the teacher gave the appropriate spelling for some transportations tool based on the video. For example: *yacht, carriage, bicycle*, etc stressed on the pronunciation. The students imitated the sound and the teacher gave the correct one if there were still any mistakes

The post-activities (10 minutes), at the end of teaching learning process the teacher gave an assignment in the students' workbook that would be discussed next week.

Based on the lesson plan the researcher finds that *the standard competences* are: (1) understanding instruction and simple information both in action and in language in the context around the students. (2) Expressing instruction and simple information in the context around the students. *The basic competences* are; (1) responding instruction and simple information both in action and in language in or out of the classroom. (2) Ability in speaking. *The indicators* are; (1) listening and responding the instructions have been heard from the teacher verbally. (2) Writing sentences have been heard from the teacher, and (3) acting the dialog.

The goal of learning are ; (1) the students are able to listen and respond instructions have been heard from the teacher verbally, (2) the students are able to write sentences have been heard from the teacher, and (3) the students are able to act the dialog. *The character of students* are hoped to be discipline, clean, peaceful, and humble. The strategy of learning is cooperative learning. *The methods* are: question and answer, demonstrated, and assignment. The material deals with transportations.

The evidences of the students' achievement in this activity could be seen from the result of students answer from the question and answer on the students' workbook. It deals with the first goal (1) the students are able to listen and respond instruction have been heard from the teacher verbally can be seen in the listening section the learners listen to the video on the TV or listen from the teacher explanation. If the students could imitate the correct word pronunciation and the right spelling, it means that the listening activity in listening section is succeed. Deals with the second goals (2) the students are able to write sentences have been heard from the teacher, can be seen in the writing section the learners answer the question on the students workbook based on the teacher explanation. If the students could fulfill the blank sentences correctly, it means that the writing activity in writing section is succeeded. And deals with the last goal (3) the students are able to act the dialog, can be seen in the speaking section the learners make a dialog with friends or in front of the class. If the students able to practice the dialog with friends, it means that the speaking activity in speaking section is succeed.

Based on the example of the lesson above, it can be seen clearly that each activity was designed to know how succeed the practical of English teaching learning. In short lesson plan was enable the English teacher detects succeeding of each activities in the English teaching and learning process easily. In conclusion, the lesson plan which were designed by the teacher support and help her to create effective teaching practices.

Then the lesson plan of English 2, it is designed based on the coursebook entitled ENGLISH WORKBOOK GRADE 5-1, and syllabi of Cambridge Primary English Curriculum Framework. Where in general the syllabi focused on some main items that are:

- a. phonics, spelling and vocabulary
- b. grammar and punctuation, where this is covered on reading (fiction and poetry , nonfiction), writing (fiction, nonfiction), speaking, and listening

In the book of English 2 there are no specific chapters. All the materials were arranged and adopted form the syllabi. There are 26 items in the book. In short the materials of English 2 are one step up higher than the materials of English 1 (National Curriculum) because they consist of several more complicated items i.e. *pronunciation differently, narrative poems, using abbreviations, idiomatic phrases, figurative language* etc. In the first semester the teacher gave some materials such as: *poem, text procedure, and simple present tense*, and ended by one video project of text procedure. In the second semester the teacher

gave some materials such as: *figurative language, simile and simple past tense*, and ended by one video project song “simile”.

The researcher gave an example of lesson unit which was implemented in May 2019 when the researcher observed the English teaching practices (see appendices 10-12). This unit discussed about simple past tense. The time allotment was 2 x 35 minutes divided into three activities that are *pre-activities, whilst-activities and the post –activities*.

In the *pre-activities* (10 minutes), Mrs. Tri Wahyuni as the English teacher of fifth grade students SDI Qurotal Ayun Ngunut entered the classroom. She gave greeting to the students and checked the students attendance, the students answered the greeting together. The teacher asked the students condition. Then the teacher asked their last homework, video *tik-tok* to motivate the students. However there is just one from four groups in the class that collected the homework.

In the *whilst-activities* (50 minutes), the teacher asked the students watched the video together by wireless TV. They watched the video twice. They seemed enjoy able watching that video. They laughed see that funny video.

Then the teacher explained about the material that is simple past tense. First the teacher made columns, which consist of Verb 1 and verb 2. The teachers fill the V1 with some verb 1 words. Then she asked the students to fill the V2 column randomly. And then the teacher asked the students to make a sentence from the V2. The students answered that question by made some sentences orally.

The next teaching learning process, the teacher played on an English song in the wireless TV for two or three paragraphs and then the students looked for and wrote down the verb 2. The lyric are also can be seen in the TV. At the end of the song, the teacher explained which words that included in the verb 2 and which were not. And the last the students and the teacher sang the song altogether twice. They are very happy.

In the *post-activities* (10 minutes): the teacher reminded the uncollected assignment from the other groups to be collected next week.

The evidences of the students' achievement from the teaching learning process above could be seen from the results of the students' interaction in the class. The activities of speaking section could be seen when the students asked a question and answer the teacher question, discussion or in drama. The activities in writing can be seen when the students write the answer in the whiteboard, made a note of the teacher explanation and did some assignments. The reading activities of the students could be seen when the students read a poem or sing a song with a lyric on the wireless TV. The activities of listening section could be seen when the students watching the video and listening the teacher explanation.

Based on the explanation above it can be seen that although the teacher did not use a written lesson plan clearly but the teacher already got the main point of the curriculum so she run the teaching based on the curriculum globally. The points are the students got the target of the study. About the technical practices of teaching, the teacher can make some improvements and creativities so far she still in the main track of the curriculum.

4.1.1.1.2 Materials

In the first semester, SDI Qurotal Ayun uses BASIC ENGLISH BOOK FOR ELEMENTARY SCHOOL by Ninik Suparmi, SPd and team, for the fifth grade students' workbook. This is workbook for *English 1* (National Curriculum). This workbook consists of several topics such as *shopping, cooking and birthday party*. Deal with the grammar, in the chapter 5 the book contains of the using of where, how to ask repetition, asking for information politely, names of our daily needs and positions, and how to make a simple dialog using “*do you mind*”. In the chapter 6 the book contains of how to ask for a help, how to make a simple dialog, and how to do a puzzle. In the chapter 7 the book contains of some words related to birthday party, how to invite someone, and how to make an invitation card.

In the second semester the school used “*SMART KIDS*” a kind of *BASIC* workbook however this is made by KKG (a group of teacher work) of English at Ngunut district. This is happen because the *BASIC* workbook often came late and this is very disturbing the students teaching learning process. In the “*SMART KIDS*” workbook contains of five chapters. The first chapter explained about *weather and season*, the second chapter explained about *profession*, the third chapter about *my hobby*, the fourth chapter about *healthy habit* and the last chapter about *transportation*. The book in general contains of four basic English skills; *Reading, Listening Writing and Speaking*. There are also several methods used such as; *matching, arrange jumble word, fill the blanks, practice as news reader, answer the questions, true or false questions, translate into Indonesia, and*

games. In the end of each chapter this book was completed with exercises and semester test.

In the listening session, the students were listening to the teacher sound in spelling certain words. The students listened and practiced the teacher command. In the listening session, the program was emphasizing in the students vocabulary mastering. In each chapter there are around 10 to 20 words should be mastered by the students. In the speaking session usually the students asked to practice some dialog, practice as news reader in front the class, and make a simple conversation. In the speaking session the program was emphasizing in the students capability in speaking English fluently. In reading sessions the students asked to read some passages and answered the questions. In this session the program was emphasizing the students in understanding the idea of the paragraphs. In writing sessions the students asked to match two columns, arrange the jumbled words, choosing the right grammar, complete the missing word in a sentence, make a sentence based on the picture, and make a paragraph. In this session the program emphasizing in the students skill in explore their writing skill.

In translation sessions the students asked to change the Indonesian sentences into English or vice versa. Here the program emphasizing the students competency in translate and understand the meaning and structure of sentence. Here the students usually use digital dictionary to help their assignments. Digital dictionary is an additional material that has a significant function in the teaching learning process.

The other additional material used in the teaching learning practice was English video deal with the material. Sometimes the students feel some difficulties in mastering the material just by the teacher's explanation; here the video could solve that problem. By watching video the students are easier in catching the complicated material. Therefore the teacher should be creative and master the technology. Many English video can be downloaded easily from YouTube. So it is more practice and interesting the students to the material of the course book.

Based on the interview, there are some reasons of choosing additional materials from internet. First it is easier and cheaper finding out the most suitable materials related to the topic based on the characteristics for the young learners. Second, there are many kinds of appropriate materials which are discussed the same topic. The English teacher can only choose the best one based on the teacher and students needs. Third, the materials from the internet are more interesting. The last, it does not need much time to prepare different from making own additional materials. Therefore the English teachers of SDI Qurotaa'yun tend to use internet to find the additional materials for the students, more over there is a WIFI connection in the school that can be access freely not only by the teacher but for the students too. In the school the students are allowed to bring their laptop as the additional media of study.

In the end of chapter usually there is an exercise to review the students memorizing in mastering the materials.

And for the *English 2*, this school uses the course book entitled *ENGLISH WORKBOOK GRADE 5-1* by Novrika Nartingrum, M.Pd. as a main course book (see appendix). It was published by *Teacher Training and Education Development Institute (T2EDI)* in 2018.

Based on the interview, Cambridge Curriculum has been selected as the main sources of material for several years. Some consideration of choosing this book as the material are: this book using thematic topic which can be connected to the other subjects like Science and Math, interesting design which full of pictures and providing four English skills that can upgrade the students skills in English.

In the *ENGLISH WORKBOOK GRADE 5-1* contents of 26 items that are relevant to the students level and needs (appendix). Where in general the book focused on two items i.e.: the first, phonics, spelling and vocabulary and second, grammar and punctuation. In the second divided into some items those are: reading (fiction and poetry, nonfiction), writing (fiction, nonfiction), speaking and listening. In the book of *English 2* there are no specific chapters. All the materials were arranged and adopted form the syllabi. In short the materials of *English 2* are one step up higher than the materials of *English 1* (National Curriculum) because they consist of several more complicated items i.e. pronunciation differently, narrative poems, using abbreviations, idiomatic phrases, figurative language etc. In the first semester the teacher gave some materials such as: *poem, text procedure, and simple present tense*, and ended by one video project of text procedure. In the second semester the teacher gave some materials such as:

figurative language, simile and simple past tense, and ended by one video project song “simile”.

Based on the observation May 2019, the teacher discussed about the material that is simple past tense. First the teacher made columns that consist of Verb 1 and verb 2. The teachers fill the V1 with some verb 1 words. Then she asked the students to fill the V2 column randomly. And then the teacher asked the students to make a sentence from the V2. The students answered that question by made some sentences orally. In this step the teacher emphasized her teaching in the mastering grammar especially the past verbs, and then made a sentence based on that verb. The teacher used some methods to make the students understand what the point of the material.

The next teaching learning process, the teacher turn on an English song in the wireless TV for two or three paragraphs, then the students looked for and wrote down the verb 2. The lyric are also can be seen in the TV. At the end of the song, the teacher explained which words that included in the verb 2 or not. And the last the students and the teacher sang the song altogether twice. In this step, the learning process is emphasizing in the writing, speaking and also grammar.

4.1.1.1.3 Media

In this session the data collected were obtained from the observation and interview with the English teachers. The observation was conducted along the English teaching and learning process on April to May 2019. In this case, the researcher observed what and how the English teachers used the media in the

teaching and learning process. Then the data completed more by making open ended interview with the fifth grade English teachers related to the using of media in their English class.

There are many kinds of media such as: (1) audio visual (TV), (2) audio (speaker, Tape/ radio, etc), (3) two dimensions (pictures), (4) three dimensions/ real object, and (5) LCD projector and screen etc. Based on the observation the school provided some teaching media in supporting the teaching and learning process such as wireless TV, WIFI internet, speaker active, laptop, etc. (see appendices 10-12). This teaching media are useful very much for the teachers and the students. The teacher always use the media to enclear more the teacher explanation, create a better atmosphere in the class, and make a fun class with some games.

During the observation the researcher found that the English teachers used a video song and it lyric, the English short movie, the wireless TV, laptop and WIFI internet connection (see appendices 10-12). Video and short movie usually prepared first before the teaching process done. Sometimes the video came from the students projects such as make a *tik-tok* videos.

For example in the chapter five when the teacher discussed about the kinds of transportation, she used the short movie about the kinds of transportation. The reason of using short video in teaching learning process is to help the students in mentioning the kinds of transportation and also in mastering English spelling deal with the material. Usually the students make mistakes in spelling before they

knew the example for the English teacher first or from the English native speaker from the short movie.

Here the students showed their enthusiasm in learning from the short movie, video song or other media. Therefore teaching media has an important rule in the English teaching learning process. The appropriate media would make the teaching run more enjoyable and fun for the students. In short the suitable media would be support the condition of effective teaching English for the young learner.

4.1.1.2 Providing Various Kinds Activities

One of condition the teaching learning can be said success is if the teacher provides various kinds activities. So the teaching process is not run bored and monotonous. The teacher should be creative.

There are many ways to make various activities in teaching:

1. The main activities such as listening, reading, writing, speaking, memorizing etc.
2. The fun activities such as drawing, singing, making things, playing games, and dancing, playing drama, reading poem, watching video/movie, searching some information from internet, native speaker etc.
3. Group activities such as making project, discussion, dialog conversation, group presentation etc.
4. Outdoor activities such as *Pondok Romadhan, study tour, camping, etc.*

From the observation and interview, the researcher found that the teacher in SDI Qurotaa'yun already practices various activities in the class and out the class. In the classroom those are in the form of play some movie related to the topic, play a song video with the lyric, sing a song and dance in the end of study, make a *tik-tok* video project, using laptop and WIFI connection in doing their assignment, using *digital dictionary* in finding certain unfamiliar words, using wireless TV that connected to gadget, etc. Out of the class there are in the form of *Pondok Romadhan*, Camping in Scout Program, visiting certain place, etc.

Sometimes the teacher asked the students to go to in front of the class to make a dialog from the text already made. This is to make the students have a braveness to express their speaking skills in a group. Sometimes the teacher just asked certain student to read news like a reporter then the others listened the news. Here the teacher observed the students skill in speaking individually.

All of those activities of course make the atmosphere of the teaching both in the class or out of the class was more fun and enjoy. So the students can learn more effectively. The material would be easier to be caught and mastered by the students. At least the students and the teachers would be able to get the target of study even better.

4.1.1.3 Involving the Students Actively

The main target of TEYL is to make the students mastering the materials and practicing the English well. So the teachers should be focusing their teaching to succeed the target. When the students can be motivated to be more active and

more practice their English skill and they were able to do that, we can say that the teachers are success.

In the SDI Qurotaa'yun, the researcher saw that the teacher already do that. They involve the students to speak English not only in the classroom but also out of the class. In the classroom the students motivated to make a conversation in English even they want to go to toilet. Outside the classroom, the teachers also asked the students to speaking in English even the other teachers (non-English teachers). This is done in order to make the environment support with the English development there, and make speaking English as a habit in the school. The teacher also stimulate the students to make a conversation and dialog in English by asking them in the beginning of the teaching about their condition, their presences and the previous material, in the process of teaching by asking some questions, making simple conversation, discussion and presenting their ideas in front of the class etc. In the end of the study, the teachers asked the students about the result, and the conclusion of the study that day. In short the teacher always stimulates the students to be brave in speaking English.

4.1.1.4 Using Various Kinds of Assessment

Assessment is not only about the students' scores at the end of the lesson or the end of the teaching process at every semester but it is more about the measure students' progress while learning English and their target study. Here the teachers used some kinds of assessments, written test and non written test. Non-written test like observing students' progress in the learning process, asking the

students about the topic directly, giving feedback. Written test such as giving assignment while in the process, test at the end of the chapter and summative assessment. (Appendices 13,14 and 16)

There are many kinds of assessments:

1. teacher observation of writing
2. one by one questioning
3. teacher-led whole-class question answer
4. quick testing technique
5. one by one redrafting
6. peer review with teacher observing
7. self assessment
8. students oral presentation
9. formal diagnostic assessment
10. whole –class interaction
11. end of year assessment

Observation was used by the teacher during the teaching and learning process in the classroom. The English teacher observed the students' participation and behavior in the classroom. This is used to know the students progress, achievement and their behaviors in the class whether they reach the target of study or not. For example one of the students seemed crying in the classroom. The teacher built the personal communication with her. Give more attention by asking the cause of her crying and giving solution of her problem or communicate the

students' condition to her parent to solve the problem. Encouraging the students' motivation for those who need is important in teaching practices.

Usually the teacher gave the direct questions for all students to give them chance speaking English. The questions were related to the material. Then from the students answer the teacher would be able to know the students skill i.e. how to pronounce words, how to give a good opinion, how to speak loudly and clearly, how to be confidence in speaking English, and how deep the students understanding deal with the topic discussed.

The teacher should give more chance for the students to speak English actively because the main goal of learning English is to be able to speak using the language. Therefore here the English teacher always motivate and gave opportunities her students to speak English actively.

Next the teacher usually gave a non written assessment to measure the students' achievement. Giving some non written assignment can be done in the form of asking them to translate a simple paragraph directly, answer some questions in the students work book, do listening section, make simple sentences related to the topic, etc. All of those activities covered four English skills; listening, speaking, reading and writing. It can be concluded that good English teaching practices should involved all of those assessment to know the students skills and their achievements in English.

Giving corrective and positive feedback also plays crucial role for the students' progress. Based on the researcher observation, the teacher always gave corrective and positive feedback although the students did not give correct answer

or correct pronunciation in speaking. Therefore the students enjoyed in learning English without afraid to judge by the teacher or got anger for their mistakes. It is useful in keeping the students motivate in learning English.

The written assessment such as monthly test and summative test were done based on the school program. Monthly test is done every when the students finish their learning in one chapter. This test usually made by the teacher herself. Summative test is done every one semester when all of chapter is done they learn. This test usually made by the local education department in the district.

In short the teacher already put in practice some of assessment such as; teacher observation of writing, one by one questioning, teacher-led whole-class question answer, quick testing technique, students oral presentation, formal diagnostic assessment, whole –class interaction, and end of year assessment.

4.1.1.5 Positive Language Learning Environment

The other main important factor of the effective English teaching for young learners is creating positive language learning environment. So both the school and the teachers should be able to provide positive language learning environment. Actually there are many ways to create positive learning environment i.e.:

1. Enough space to do various activities
2. Good relationship between the students and teachers (recognize the students, listen the students, respect the students, be fair and impartial, create conducive class, use social conduct in teaching, support students to

speaking, teaching responsibility in the class, giving a chance to students to reflect on the materials, communicating using English in the class, motivating students to use English in conversation, etc)

3. classroom management : physical environment of the classroom (whiteboard and board marker, appropriate table and chair, table and chair arrangement, special place to show the students working, teacher bookcase, students locker, good lamp, window and ventilation, fan / AC, appropriate class proportion, internet, laptop) and verbal and nonverbal communication in teaching and learning process

SDI Quurotaa'yun provides quite complete physical facilities to support English teaching and learning process. The facilities are: whiteboard and board marker, appropriate table and chair, table and chair arrangement, special place to show the students working, teacher bookcase, students' locker, good lamp, window and ventilation, fan, LCD projector, speaker active, WIFI internet connection, air conditioner, wireless TV, colorful classroom, and enough space for the students' activities. (see appendices 10 and 11).

Mrs. Tri Wahyuni and Mrs. Khusnul as the English teachers have a good personality in supporting positive language learning environment. They are able to build good relationship with the students by involving them in every activity in the class and encourage them to speak English. Based on the observation, the researcher sees that they seemed quite close to the students. They could talk and tell anything with their students. In the learning process, good relationship made

the students enjoying their process. Their ability in making jokes and interesting stories made the students fell enjoying their process.

The English teachers already give a change to students to reflecting the materials, communicate using English in the class, and motivate students to use English in conversation. The teachers corrected the students' pronunciation and asked all the students to repeat. They gave direct feedback and asked all the students to repeat after them.

Based on the findings in positive language learning environment, it can be seen that sufficient facilities are by the school principal. It is also supported by English teacher who is able to use and operate many kinds of technology in order to support the effective teaching process. Their competence in English and good personality also supported positive language learning environment. These supportive conditions help the English teachers creating good practices in TEYL.

4.1.2 The Implementation of TEYL

SDI Qurotaa'yun Ngunut Tulungagung combines two kinds of curriculum. Curriculum 2013 as the National curriculum and Cambridge curriculum as additional curriculum. The uniqueness of SDI Qurotaa'yun Ngunut Tulungagung is the Cambridge curriculum was taught in the main hour same as the English material from the National curriculum. The school just makes a different name, *English 1* for English material from National curriculum and the *English 2* from Cambridge curriculum. Therefore each subject has two sessions in a week. Mrs. Khusnul is teacher for *English 1*, and Mrs. Tri Wahyuni as teacher for *English 2*.

In the Cambridge curriculum there are many kinds interesting activities that are suitable for young learners.

The English teaching preparation and the process are the points which are discussed on the implementation of TEYL. The preparation covers designing the activities in teaching and learning process in the form of lesson plan, preparing teaching materials and teaching media along before *new academic year*. Next the teacher held an assessment for the students in the classroom.

The English teaching process focused on the activities during teaching learning process. The researcher described the whole activities started from the beginning until the closing session. The researcher used two kinds data collection to collect the data related to the English teaching process i.e. observation and interview. The observation was done for four meeting from April to May 2019. The researcher observed Mrs. Khusnul and Mrs. Tri Wahyuni during the teaching practices; it was 4 sessions a week (35 minutes for each session). It means that the students have big chance in learning English at the school than other school. The data covered the field note during the observation and interview script with Mrs. Khusnul and Mrs. Tri Wahyuni. The field notes were enclosed in appendix. For the interview, the researcher interviewed Mrs. Khusnul and Mrs. Tri Wahyuni dealing with the job as English teachers for fifth grade. Audio recorded was used during the interview and described on the interview transcript.

The data from the finding revealed that the teachers implemented English teaching practices through some ways. They were classified into three stages, namely *pre-activities, whilst-activities and post-activities*. *In the pre-activities*, it

consisted of greeting, checking student's attendance, motivating the students, reviewing previous lesson and informing the objectives of the topic that day. *In the whilst-activities*, it covered listening, speaking, reading, and writing activities. *In the post-activities*, it covered checking students understanding, summarizing the lesson that day, giving tasks related to the lesson and singing or dancing together as the closing of the lesson that day.

In the pre-activities the researcher found how the teachers created good communication in order to build atmosphere in the classroom practices. They started by greeting the students cheerfully and enthusiastically. It was proved by their voices which showed that they were ready to teach them enthusiastically and nice smile in their face when greeting their students. It was done because the first activity, beginning from the teacher entering the classroom, determined the condition of teaching learning practices later. For example Mrs. Tri Wahyuni, when she was checking the attendance list and knowing that there was one student who was absent that day, she asked to the other what the reasons are. She showed her sympathy for the students who got sick at that day, for example by saying "i am sorry to hear that and hopefully she get well soon" (fieldnote 2-A). She also declared her sympathy for them who looked sad in the class at the beginning of the lesson. One day one of the students just keeps silent in the classroom. Then she came to her and asked "*are you okay?, any problem?, why are you so sad?*" while touched her shoulder but still keep silent, later she asked her friend what happen in the previous lesson. They answered that she was disturbed by the other student. That is why she was angry. To control this

condition, the teacher explains that disturbing others is not good habit and asked them not to do again because it would hurt their friends. All of the students paid attention to him. When the condition had been controlled, she started the lesson (see fieldnote 2-B).

In the pre-activities the teacher could activate the students' previous knowledge dealing with their experiences by questioning some last materials. This is not just make the students confident to speak English, but also give them more training more practice using English in the daily activities. From the observation the English teacher always uses question and answer orally in any situation not just in the class but also out the class in order to make the students had a habit in using English language. Therefore she made more interaction with the students using English orally. The following dialog is the example how the teacher activates the students prior knowledge.

The teacher : Do you ever go by train?

Students : Yes Mam.

Student : Last week I go to Malang by train Mam.

Student : Yes, so do I, I go to Surabaya by train last week.

Teacher : Wow, that's cool (*see fieldnote 1-A*).

Then she explained that they would learn about means of transportation that day. She said learning about means of transportation would help them know about kinds of means of transportations, about many jobs deals with transportations, and soon. This activity showed that the teacher informed the objective of the learning.

In the other time the teacher gave guiding question to lead to the topic discussed. For example: she said “look at the picture on your books. Which of these means of transportations used in the water? Do you know any others?” The teacher asked these questions for all of the students so they all have their chance to give their opinions. Some of them said “ I know Mam, boat is the water transportation, I once ride this.” The other said “yes, I know too, one of the water transportations is canoe. I rode this last year in *Cengkong beach (see fieldnote 1-B).*”

There was an activity to encourage students’ interest. At the end of the lesson the teacher asked the students to sing a song together. Sometimes she asked them to watch video that made by their own friends, the video consists of the *tik-tok* song that is very funny. In the end all of the students laugh and fell happy. Then the teacher gave the stressing in the material today that is about *simple past tense*. This is in order to make them not forget with the main objective of the lesson that day (*see fieldnote 2-A*).

In the whilst-activities, the researcher described the activities of four English skills; listening, speaking, reading and writing activities. In the national curriculum, the *SMARTKID* book chapter 4 and 5 there are covered 4 skills from the materials. For example: write a paragraph, matching and jumbled word for writing skill, practicing the dialog and answering the dialog based on the picture for the speaking skill, read the passage and read and choose the correct answer for the reading skill, and listen the teacher instruction and listen to your teacher then repeat for the listening skill.

Based on the observation, in the listening activities of chapter 5 which talked about transportations, there were many activities such as listen to your teacher then repeat after her, and then the students asked to watched the video and listen kinds of transportations. The video is taken from the internet. It showed many kinds of transportations and how to spell them correctly. This media is interesting for them and help them understand the materials more.

Another activity in listening sections are watching the video and listening the song with its lyric. While watching the video the students got some skills in the same time, they were listening the song, reading the lyric and writing the verb 2 words, because at that time the students asked to find the verb 2 words from the lyric of the song. The teacher said, *“Today I will play a video. Your duty is paying attention to the video and wrote the verb 2 words from the lyric of the song, in the end we will sing that song together, so please listen the spelling well”*. She also checked the students about the instruction before playing the video by asking a question. When all of them understood she started to play the video.

After watching the video she asked the students to mention the Verb 2 words already they find orally one by one. Some of them asked to write in the whiteboard if the words sounded strange. Like the dialog below:

Teacher : Agus, please tell me Verb 2 you’ve got from the video!

Student : I still confuse Mam.

Teacher : Don’t worry I will help you then. Danni can you mention please!

Student : Yes Mam, hoped and would.

Teacher : Wow great job give applause for him!

All the students followed mention kinds of transportation based on the video, some of them can mention more than one kind, whatever the students answered, the teacher never forgot to appreciate them by saying “*good job, great , you’re right , that’s good*” (see *fieldnote 2-A*). Sometimes she appreciated the students by saying “okay, good, how clever you are” he never said that the students’ answers are wrong. She always says, “It’s not bad. Nice try. Close to the correct answer” (see *fieldnote 1-A*). This feedback aims at encouraging their confidence to speak English.

Sometimes the teacher used song to teach the students pronunciation. She selected some appropriate songs for them deal with the material, then she played that songs i.e. entitle “*Number one for me*” by Maher Zain (see *fieldnote 1-C*). The teacher and the students sang together loudly and cheerfully. Sometimes she asked the students to dance following the rhythm of that music entitle “impossible” by James Arthur. The classroom atmosphere became more interesting and fun. In the end the students can learn more enthusiasm (see *fieldnote 2-A*).

In the speaking session, she always built good interaction with the students to make them speak English actively. She said “*in English please*”. When one of her students answered the question using Indonesian because of his lack of vocabulary mastery or forgotten the context. She usually helped the students who

got the difficulties in saying something in English. Like in the teaching process in Monday, 8 April 2019, she used guiding questions to make the students speaking English such as " Do you ever go by train? Where do you go? When do you go?" usually the students would answer the questions and told their stories. When they go, how do they go, etc (*see fieldnote 1-A*). The ability of the students to answer the questions showed that they were actually able to communicate using English. This ability is the main objective of learning English.

The other activities in reading and listening are role playing as a news reporter. The teacher asked a student to read news in English in front of the class. The other students listen and answer some questions would be given.

The teacher : Okay classes please listen up your friend who read the news for you. In the end of the news reported, I will give you some questions so listen carefully!

The students : Yes Mam (*see fieldnote 2-B*).

In reading activities, she once explained how to do scanning. She explaining that scanning is one of the reading strategies. She told how to do it. The students practice that by looked at just specific information when doing scanning in the reading chapter 5 entitle bycircle. Then she asked the students to scanning and answered the questions.

In the writing activities, besides summarizing and answering the questions as mentioned before, the students also match the words and rearrange the jumble words.

In the *post-activities* (10 Minutes), the teacher usually asked the students whether there were any unclear explanations about the topic. Then she asked the students to make conclusion about the lesson that day by asking questions like “*what can we learn today? what can we conclude from this topic?*” after that she gave some exercises on the students workbook. She never forgot to motivate the students to learn at home before saying goodbye, She said “thank you very much. Be diligent and don’t forget to do the homework. See you next week” (*see fieldnote 2-B*) or “Although there is no homework for you, please learn the next materials. We will discuss it more next week!” (*see fieldnote 1-B*). Sometimes the teacher gave them information and motivation that there was only one week to finish the last chapter. Therefore the students should be concentrated and focused to the lesson (*see fieldnote 2-C*).

The teacher involved all of the students in every activity in the classroom from the beginning until the end of learning. It made the classroom environment more alive. All of the students were supported to be active. No one of the students allowed being silent or passive learner. The teacher was giving questions actively, asking their opinion for certain topics, involving them in mentioning example, asking them to explain the topic etc.

To check the students understanding, the teacher could asked the questions such as : *Is it clear enough ? Do you understand ? Any others questions?* “ When there were no questions anymore, the lesson is continued. But if there some of the students who did not understand well asked the teacher to repeat the explanation by saying “*Mrs. I don’t understand yet repeat please! Or Mrs. may I*

ask a question". Like in the dialog below when the teacher asked the students whether any problem about the last lesson.

The teacher : Are you ready for today lesson? Are there any problems about the last materials?

Students : Yes Mam, could you explain about the simple past tense once more please?

The teacher : Okay. Let's remember again
Okay can you catch that

Students : Yes Mam thank you (*see fieldnote 2-B*)

The teacher has a good and clear pronunciation, so the students can learn well. It is important because the teacher has some functions that are as model English communication to the students and model of English speaking for example story telling. Furthermore she is also honest, fun, kind, humorous, creative and enthusiastic when teaching in the class. Her good personality supports positive language learning environment. Always give positive feedback is also increasing the students' motivation to learn English more. She always gives a change to the students to hold a dialog to express their skill in English, teach poem, dialog, etc to the students. She listen what the students want to say because the teacher is also model of good listener.

Based on the finding above it can be concluded that the teachers delivered the materials to the students using various activities like role playing, singing, drama, dancing , question and answer, watching video, retelling the story,

reporting news etc. The various activities which were used to explain the materials supported and proved the effective English teaching practices there.

4.2. Findings at MI Al Azhaar Bandung

MI Al Azhaar Bandung same as the previous school has two kinds of English curriculum, English from Department of Religion curriculum (Department Agama) called *Bahasa Inggris* and English curriculum from Cambridge curriculum called *English* subject. In the fifth grade, both subject was handled by Mrs. Miftahul Rohmah, S.PdI. In the bilingual class program, the students learn English for eight sessions in a week. (in one session there is 35 minutes). The eight sessions content of two sessions for English from Department of Religion curriculum, two sessions for English from Cambridge curriculum, two sessions for Math, and two sessions for Science. Here the researcher just focuses on the implementation of English in the English lesson not the others (exclude Math and Science).

4.2.1 The Teachers Design of TEYL

The findings of the data related to the good design and practices in TEYL at MI Al Azhaar Bandung are divided into five points: (1) good preparation, (2) providing various kinds activities, (3) involving the students actively, (4) using various kinds of assessment, and (5) creating positive language learning environment.

4.2.1.1 The English Teaching Preparation

In this study, the researcher used interview and observation sheet to find information. From the school there are some facts that interesting to be drawn here. The result of the study showed that the English teachers prepared well before implementing English teaching in the classroom. They design the activities in the teaching and learning process in the form of lesson plans, and prepare the teaching materials and teaching media before implementing the English learning.

4.2.1.1.1 Lesson Plan at MI Al Azhaar Bandung

As explain before that MI Al Azhaar has two kinds of English curriculum, English from Department of Religion curriculum (Departemen Agama) called *Bahasa Inggris* and English curriculum from Cambridge curriculum called *English* subject. Therefore are two kinds of English lesson plan. The lesson plan of *Bahasa Inggris* subject usually already made before the *new academic year* by the KKG (*Kelompok Kerja Guru*) the group of teacher work especially the English teacher in Bandung district. Usually it was done in April or May. The students workbook used in the class in the first semester is *BAHASA INGGRIS UNTUK MADRASAH INTIDAIYAH* published by *Arjuna Press* that consist of five topics such as kinds of sports, time and daily activity.

The lesson plan of *Bahasa Inggris* consists of several items; in the top there are: the *Name of Institution, Subject, Grade and Semester, Time Allocated*. In the middle there are: *Standard Competences, Basic Competences, Indicators, Goal of the Study, the Character of Students, Strategies, Methods, Material and*

steps of the learning. In the bottom there are: *Instruments and Sources of Study*, and *Assessments*.

The researcher gave an example of lesson unit 5 *HEALTHY HABITS* which was implemented in May 2019 when the researcher observed the English teaching practices (see appendix). This unit discussed about kinds of healthy habits. The time allotment was 2 x 35 minutes divided into three activities i.e. *pre-activities, whilst-activities and the post-activities*.

In the *pre-activities* (10 minutes), Mrs. Miftakhul entered the classroom by holding the material book. She gave greeting to the students and checked the students attendance, the students answered the greeting together. The teacher asked the students condition. And asked the previous lesson, the students answered the questions. Then the teacher made a relation the last material with the new material that would be discussed.

In the *whilst-activities* (50 minutes), The teacher read the material book *BAHASA INGGRIS 5* deal with kinds of healthy habits in the *BAHASA INGGRIS 5* page 51-52 every single word and the students listening and imitating the word and then translating that altogether. If there is incorrect or inappropriate sound, the teacher gives the correctness the answer.

The next the teacher asked the students to answer the questions in the students book. After some minutes the teacher explained and discussed the assignment. There some type of assignment such as *answer the questions based on the passage, matching, jumble words, and answer the questions based on the dialog*. Then the teacher played a video deal with kinds of healthy habits on the

screen and LCD projector. The students watched the video, the teacher gave the appropriate spelling for a certain of healthy habits based on the video. For example: *brush your teeth after eating, take a bath twice a day, or wash your hair three times a week*, etc stressed on the pronunciation. The students imitated the sound and the teacher gave the correct one if there were still any mistakes

In the *post-activities* (10 minutes), at the end of teaching learning process the teacher gave an assignment in the students work book, that would be discussed next week.

Based on the lesson plan the researcher finds that *the standard competences* are: (1) understanding instruction and simple information both in action and in language in the context around the students. (2) Expressing instruction and simple information in the context around the students. *The basic competences* are; (1) responding instruction and simple information both in action and in language in or out of the classroom. (2) Ability in speaking. The indicators are; (1) listening and responding the instructions have been heard from the teacher verbally. (2) Writing sentences have been heard from the teacher, and (3) acting the dialog.

The *goal of learning* are; (1) the students are able to listening and responding instructions have been heard from the teacher verbally. (2) the students are able to writing sentences have been heard from the teacher, and (3) the students are able to acting the dialog.

The *character of students* are hoped to be discipline, clean, peace, and humble. The *strategy of learning* is cooperative learning. The methods are:

question and answer, demonstrated, and assignment. The material deals with healthy habits.

Based on the example of the lesson above, it can be seen clearly that each activity was designed to know how succeed the practical of English teaching learning. For instance, in the listening section the learners listen to the video on the screen and LCD Projector or listen from the teacher explanation. If the students could imitate the correct word pronunciation and the right spelling, it means that the listening activity in listening section is succeed. Lesson plan was enable the English teacher detect the succeed of each activities in the English teaching and learning process easily. In conclusion, the lesson plan which were designed by the teacher support and help her to create effective teaching practices.

Then the lesson plan of English, it is designed based on the course book entitled *IN STEP A COURSE IN ENGLISH FOR PRIMARY SCHOOLS* by Robyn Mann and Karin Redman, published by EPB PAN FACIFIC. In the second semester that book consists of 6 topics. The topics learn such; *CLOWN AND MAGICIANS, ADVENTURES, and ESCAPE FROM DANGER*

. The lesson plan consists of several items; in the top there are: *Grade, Time, Number of Students, Recent Topic Work, Recent Language Work, Aims, Objectives, Assessments, Materials and Anticipated Problem*. In the process there are: *Timing, Teacher Activity, Students Activity, Success Indicators, Aims of the Stage Basic*. In the bottom there are: *Additional Possibilities, Homework. Further work and Reference*.

The researcher gave an example of lesson 12 entitled *MACHINES* which was implemented in May 2019 when the researcher observed the English teaching practices (see appendix 16). This unit discussed about *MACHINES*. The time allotment was 2x 35 minutes divided into three activities i.e. pre-activities, whilst activities, and the pots –activities.

In the *pre-activities* (10 minutes), Mrs. Miftakhul entered the classroom by holding the Cambridge material book. She gave greeting to the students and checked the students attendance, the students answered the greeting together. The teacher asked the students condition. Then the teacher gave stimulation to students related to the materials. The students listen and respond the teacher.

In the *whilst-activities* (50 minutes), the teacher asked the students read the information on pages 94 to 97, and then identify each of the pictures in the students work book deal with information of machines. Then the students explain and discuss their answer. The teacher give feedback by gave explanation about the items. In the grammar session the students rewrite the sentences in the passive sentences (exercise 12d). Next the students read and answered a story entitled *Parker Hamilton*. The next teaching learning process, the teacher asked the students to do writing exercise on pages 88-89. They were fell very enthusiasm and do well.

In the *pots –activities*: the teacher reminds the students and gives the homework, and then she greets and left the class.

Based on the lesson plan the researcher finds that the *aims of learning* are: (1) to let the students could understand information about machines, (2) to let the

students could write the advantages of having machines, (3) to let the students could write down the functions of machines, (4) to let the students could match word or phrase to its correct meaning, (5) to let the students could rewrite sentence in passive voice and (6) to let the students could answer the questions..

The *objectives of the teaching* are: (1) students will be able to understand information about machines, (2) students will be able to write the advantages of having machines, (3) students will be able to write down the functions of machines, (4) students will be able to match word or phrase to its correct meaning, (5) students will be able to rewrite sentence in passive voice and (6) students will be able to answer the questions. The assessments used some ways such as; the exercises given in the class, the students' individual work and the homework. The main material is about passive voice. And to anticipated problem is the teacher providing the meaning of difficult vocabularies in order to anticipate misunderstanding from the students about the text. Deal with the additional possibilities the teacher should asking students who still have difficulties about the materials and give the answers to the students questions, also give time for students to do the assignment at home if the time is up.

The evidence of the students' achievement from the teaching learning process above could be seen from the result of the students' interaction and the process in the class. The success indicator can be drawn as below:

1. students can mention some information about machines;
2. students understand the advantages of having machines well;
3. students understand about passive voice well;

4. students are able to do exercise well;
5. students can the homework well.

Based on the example of the lesson above, it can be seen clearly that each activity was designed to know how succeed the practical of English teaching learning. In short lesson plan was enable the English teacher detect the succeed of each activities in the English teaching and learning process easily. In conclusion, the lesson plan which were designed by the teacher support and help her to create effective teaching practices..

4.2.1.1.2 Materials

In the first semester MI Al Azhaar used *BAHASA INGGRIS UNTUK MADRASAH INTIDAIYAH* published by *Arjuna Press* that consists of five topics such as kinds of sports, time and daily activity. Deal with the competences, in the chapter 1 knowing some of sports, rewrite the paragraph, knowing kinds of hobbies, complete questions about kinds of sports based on the pictures and answer the questions about sports and hobbies. In the chapter 2 the book contains of read time in English correctly, read number deal with time in English, complete questions deal with time based on the pictures, and make a table of daily activities and its time. In the chapter 3 the book contains of some words related to daily activity, answer questions deal with kinds of daily activity based on the pictures, answer the questions deal with students activity, and complete the questions deal with name of daily activities. In this chapter the students also learn about the simple past tense (positive, negative and interrogative sentences). In the chapter 4

the book contains of knowing several kinds of toys and games, make a simple dialog about toys and games, and complete short dialog deal with toys and games. In the chapter 5 the book contains of knowing several kinds of foods and drinks, answer the question deal with foods and drinks, mention name of foods and drinks, and complete the questions about foods and drinks. In this chapter the students also learn about the use of like/ likes.

In the second semester the students workbook contains of 5 chapters that are: chapter 1 look at the earth, chapter 2 wheather and season, chapter 3 Police Office, chapter 4 Library, and chapter 5 Healthy Habits. Deal with the competences in each chapter can be detailed such below:

1. Chapter 1 contains of know names of two dimension and three dimension, rewrite the passage, answer the question using “can”, analyze forms of things outside.
2. Chapter 2 contains of know names of wheather and season, rewrite the passage, explain the character of season, ask one question deal with wheather and season, use the words in the sentence.
3. Chapter 3 contains of know some names of occupations, rewrite the passage, know the duties of an occupation, ask someone occupation.
4. Chapter 4 contains of know things at library, rewrite the passage, fulfill the scrabble correctly, apply words in the sentence.
5. Chapter 5 contains of know some Healthy Habits, rewrite the passage, know some kinds of aches, apply the words in the sentence.

The book in general contains of four basic English skills i.e. reading, listening writing and speaking. There are also several methods used such as matching, arrange jumble word, fill the blanks, practice as news reader, answer the questions, true or false questions, translate into Indonesia, games, and also completed by exercises and semester test.

In the listening session, usually the students asked to listen the teacher sound in spelling certain words in the topic, listen and practice the teacher command. In the listening session, the program was emphasizing in the students vocabulary mastery. In each chapter there are around 10 to 20 words should be mastered by the students.

In the speaking session usually the students asked to practice some dialog, practices as news reader in front the class, and make a simple conversation. In the speaking session, the program was emphasizing in the students capability in speaking English fluently. In reading sessions, the students asked to read some passages and answered the questions. In this session, the program was emphasizing the students in understanding the idea of the paragraphs. In writing sessions, the students asked to match two columns, arrange the jumbled words, choosing the right grammar, complete the missing word in a sentence, make a sentence based on the picture, and make a paragraph. In this session, the program emphasizing in the students skill in explore their writing skill.

The other additional material used in the teaching learning practice was English video deal with the material. Sometimes the students fell some difficulties in mastering the material just by the teacher explanation; here the video could

solve that problem. By watching video the students are easier in catching the complicated material. Therefore the teacher should be creative and master the technology. Many English video can be downloaded easily from YouTube. So it is more practice and the students did not feel boring with the material on the course book.

Based on the interview, there are some reasons of choosing additional materials from internet. First it is easier and cheaper finding out the most suitable materials related to the topic based on the characteristics for the young learners. Second, there are many kinds of appropriate materials which are discussed the same topic. The English teacher can only choose the best one based on the teacher and students needs. Third, the materials from the internet are more interesting. The last it does not need much time to prepare different from making additional materials their own. Therefore the English teachers of MI Al Azhaar tend to use internet to find the additional materials for the students, more over there is a WIFI connection in the school that can be access freely not only by the teacher but for the students too. In the school the students are allowed to bring their laptop as the additional media of study.

In the end of chapter usually there is an exercise to review the students memorizing in mastering the materials.

For the Cambridge curriculum the school used the course book entitled *IN STEP A COURSE IN ENGLISH FOR PRIMARY SCHOOLS* by *Robyn Mann and Karin Redman*, published by *EPB PAN PACIFIC*.

In the first semester that book consists of 6 topics. In the details the book can be explored such below.

Unit 1 entitled *Fun and Laughter*. In this unit there are several items that have been learnt such as listening story entitled *Limericks*, reading contains of answer the questions some stories, vocabulary deal with *direct speeches*, grammar discussed *the past perfect tense*, punctuation discussed *commas*, and writing learnt about *narratives*.

Unit 2 entitled “*Home Sweet Home*”. In this unit there are several items that have been learnt such as; pre reading story entitled “Traditional vs. Modern Houses”, reading learnt about answer the questions passage entitled “*Leaving Home*”, vocabulary discussed deal with nationalities, grammar discussed about *conditional sentences*, punctuation discussed about *the use of apostrophe*, and writing learnt about *narratives*.

Unit 3 entitled “*Party Time*”. In this unit there are several items that have been learnt such as; listening story entitled “*Dressing Up*”, reading learnt about answer the questions entitle “*Invitations*”, speaking discussed deal with “*telephone invitations*”, vocabulary deal with “*abbreviations*”, grammar discussed deal with *modals*, punctuation discussed deal with “*colon in scripts*”, and writing practiced making an invitation card.

Unit 4 entitled “*Fit and Healthy*”. In this unit there are several items that have been learnt such as; pre-listening story entitled “*Keep Fit and Stay Healthy*”, reading learnt answer the questions entitled “*The Marathon Runner*”, speaking discussed deal with “*a personal recount*”, vocabulary discussed deal with athletics

and sports, grammar discussed deal with “*direct speech*”, reading passage entitled “*clowns*”, and writing discussed deal with a competition.

Unit 5 entitled “*Advertisement Matters*” In this unit there are several items that have been learnt such as;-pre listening story entitled “*Television and Radio Advertisements*”, pre reading answered the questions entitle “*Poster Advertisements*”, reading discussed deal with “*cyber cat*”, speaking discussed deal with advertisement on radio/ TV, vocabulary deal with *superlatives*, grammar discussed deal with “*expressing future time*”, punctuation discussed deal with “*capital letter in the documents*, writing discussed deal with “*write advertisements*”.

Unit 6 entitled “*Dangerous Creatures*”. In this unit there are several items that have been learnt such as; pre-listening story entitled “*Dangerous Situations*”, pre-reading answered the questions entitle “*Sharks Around the World*”, reading discussed deal with “*Shark*”, speaking discussed deal with *presenting a report*, vocabulary discussed deal with “*Word Webs*”, grammar discussed deal with “*connector to show reason, condition and cause and effect*” and writing discussed deal with “*write an information report*.”

In the second semester that book consists of 6 topics. In the details the book can be explored such below.

Unit 7 entitled “*Clown and Magicians*”. In this unit there are several items that have been learnt such as; listening story entitled “*Little Willie the Clown*, reading answered the questions entitle “*Tricks*”, vocabulary discussed deal with *occupations*, grammar discussed deal with “*adverbs of degree*”, reading passage

entitled “*Clowns*”, punctuation discussed deal with “*colons and commas*”, and writing discussed deal with *Instruction for making a mask*.

Unit 8 entitled “Adventures”. In this unit there are several items that have been learnt such as; listening discussed story entitle “*Little Trouble in Space*”, reading learnt passage entitle “*Jurassic Park*”, vocabulary discussed deal with *describing sound and feeling*, grammar discussed deal with “*transitive and intransitive verbs*”, reading comprehension discussed story entitle “*Ballooning*”, and writing practiced writing an adventure story.

Unit 9 entitled “*Escape From Danger*”. In this unit there are several items that have been learnt such as; listening discussed story entitle “*Police Search and Rescue Workers*”, reading discussed passage entitle “*Red Hot Mountain*”, vocabulary discussed deal with words that describe a situation, grammar discussed deal with “*complex sentences*”, punctuation : discussed deal with “*comma in a complex sentences*”, reading comprehension discussed deal with story entitle “*The Battle in the Deep Sea*”, writing discussed deal with “*a sequence of actions*”.

Unit 10 entitled “*Making Movie*”. In this unit there are several items that have been learnt such as; listening discussed story entitle “*Making Movie*”, reading discussed passage entitle “*A Movie Review*”, vocabulary discussed deal with “*The Film Crew*”, grammar: discussed deal with “*adjectival clauses*”, punctuation discussed deal with “*Capital Letter in the Tittles*”, reading comprehension discussed story entitle “*Creating Special Effects*”, and writing discussed deal with “*A Movie Review*”

Unit 11 entitled “Antarctica”. In this unit there are several items that have been learnt such as; listening discussed story entitled “*Dressing for Antarctica*”, reading answered the questions entitled “*Jim Hasick Antarctica Journal*”, vocabulary discussed deal with “*glossary*”, grammar discussed deal with “*connectors to show contrast*”, punctuation discussed deal with “*the hyphen*”, reading comprehension discussed deal with story entitled “*A Penguin by Post*”, and writing discussed deal with “*making journal entries*”

Unit 12 entitled “*Machines*”. In this unit there are several items that have been learnt such as; listening discussed story entitled “*Machines*”, reading answered the questions deal with kinds of machines, vocabulary discussed deal with “*technical terms*”, grammar discussed deal with “*passive voice*”, reading comprehension discussed deal with story entitled “*Parker Hamilton*”, writing discussed deal with “*making explanations*”.

In short based on the materials, the book covered all the English skills such as listening, reading, writing, and speaking, even added some important materials such as vocabulary, grammar, and punctuation to enrich the students’ competences in English. Then based on the interview the researcher finds that Cambridge curriculum has been selected as the main sources of material for several years. Some consideration of choosing this book as the material are: this book using thematic topic which can be connected to the other subjects like Science and Math, interesting design which full of pictures and providing four English skills that can upgrade the students skills in English.

Based on the observation May 2019, the teacher discussed about the material i.e. *MACHINES*. First the teacher explained about machines and the advantages. The students listened to the teacher and responded. Then the teacher asked the students about the advantages of machines randomly. The students answered that question orally. The teacher asked the students to do some exercises on the workbook. The students did the exercises and discussed together. The teacher corrected the improper answers of students.

In this step the teacher emphasized her teaching in *listening* especially the material about machines, she also added some new vocabularies deal with. When she asked the students some question orally, she also observed the speaking skill of the students. When the teacher asked to do some exercises on the workbook, it means that the teacher wants to know the writing skill of the students too.

Then the teacher explained about passive voice. The students listened to the teacher and responded the teacher questions deal with the passive voice. The students made an example of passive voice orally. Then she asked the students to do exercises on the students' workbook and check it. The teacher asked the students to read their works in front of the class.

In this step the teacher emphasized her teaching in *grammar* mastery especially about passive voice and *speaking* skill. The passive voice by asked the students to make some sentences in the passive form orally. The teacher asked to do some exercises in the workbook, it meant that the students learn *writing* about the topic deal with machines. When the students read their work in front of the class it means that the teacher emphasized in the assessment of reading skill. The

teacher used some methods to make the students understand what the point of the material.

In this step, the learning process, emphasizing in four English skills and also the grammar.

An additional material in MI Al Azhaar is “*English Time*” program. This is the program for the low learners students in the Bilingual Class Program (BCP) in order to upgrade their English skills. This program held four times in a week for one session usually in before entering the class. The book entitles “*ENGLISH TIME FOR YOU*” published by MI Al Azhaar itself. It consists of 20 activities. In each activity the students learn 4 skills of basic English. The details of the book can be drawn such below;

- A. Activity 1. In the activity 1, the students learn some materials. In Listening session the students learn a passage entitle “*Amanda*”. In Reading session the students read and answer the questions. In writing session the students learn to write a text about your friend. And in speaking session the students learn to tell orally about the text.
- B. Activity 2. In the activity 2, in Listening session the students listened a dialog that read by the teacher and repeated it. In Reading session the students read the dialog. In writing session the students translated the dialog and in Speaking session the students practiced the dialog with friends.
- C. Activity 3. In the activity 3 in Listening session the students listen a passage entitle “*The Ant and the Dove*” read by the teacher. In Reading

session the students read and answered the questions. In writing session the students translate the text and in Speaking session the students learnt to re-tell the text with their own words.

- D. Activity 4. In the activity 4 in Listening session the students listened a passage entitle “Reading Story Books”. In Reading session the students read and answered the questions. In Writing session the students write the text about hobby and in Speaking session the students told the hobby with friends.
- E. Activity 5. In the activity 5 in Listening session the students listened a passage entitle “*A Letter a Friend*” and complete the blank sentences. In Reading session the students read the letter. In Writing session the students wrote a paragraph about letter and in Speaking session the students told their writing in front of class.
- F. Activity 6. In the activity 6 in Listening session the students listened a passage entitle “*Bear*” read by the teacher. In Reading session the students read the text. In Writing session the students wrote the text about animal and in Speaking session the students re -told the text with their own words
- G. Activity 7. In the activity 7 in Listening session the students listened an announcement read by the teacher. In Reading session the students read the announcement, in Writing session the students made an announcement and in Speaking session the students told announcement in front of the class.

- H. Activity 8. In activity 8 in Listening session the students listened a passage entitle “*Mr Jauhar’s Family*” read by the teacher, in Reading session the students read the text and answered the questions, in Writing session the students translated the text and in Speaking session the students re -told the text with their own words.
- I. Activity 9. In activity 9 in Listening session the students listened a song entitle “*Firework*” by Katty Perry, in Reading session the students read the lyric of the song, in Writing session the students wrote the massages from the song, and in Speaking session the students told the massages to the friends.
- J. Activity 10. In activity 10 in Listening session the students listened a passage about “ *An Invitation Card* “ read by the teacher, in Reading session the students read an invitation card, in Writing session the students translated an invitation card and in Speaking session the students told an invitation card with their own words.
- K. Activity 11. In activity 11 in Listening session the students listened a passage entitle “*A Bear And A Lion*” read by the teacher, in Reading session the students read the text, in Writing session the students translated the story, in Speaking session the students told the story with their own words.
- L. Activity 12. In activity 12 in Listening session the students listened the recording and fill the blanks, in Reading session the students read the statements, in Writing session the students wrote their own personal

information and in speaking session the students told their personal information.

- M. Activity 13. In activity 13 in Listening session the students listened a dialog read by the teacher, in Reading session the students read the dialog, in Writing session the students translated the dialog, and in Speaking session the students practiced the dialog with friends.
- N. Activity 14. In activity 14 in Listening session the students listened a passage entitle "*In the School Garden*" read by the teacher, in Reading session the students read the text and answered the questions, in Writing session the students wrote about the school, and in Speaking session the students told the school with friends.
- O. Activity 15. In activity 15 in Listening session the students listened a song entitle "*Number One For Me*" by Maher Zain, in Reading session the students read the lyric, in Writing session the students wrote the messages from the song, and in Speaking session the students told the messages to the friends.
- P. Activity 16. In activity 16 in Listening session the students listened a dialog read by the teacher, in Reading session the students read the dialog, in Writing session the students translated the dialog, and in Speaking session the students practiced the dialog with friends
- Q. Activity 17. In activity 17 in Listening session the students listened a passage entitle "*horses*" read by the teacher, in Reading session the students read the text and answered the questions, in Writing session the

students translated the paragraphs, in Speaking session the students told the story with friends.

- R. Activity 18. In activity 18 in Listening session the students listened a dialog read by the teacher, in Reading session the students read the dialog, in Writing session the students made the dialog with friend about holiday planning, and in Speaking session the students practiced the dialog with friends.
- S. Activity 19. In activity 19 in Listening session the students listened a passage read by the teacher, in Reading session the students read the text and answered the questions, in Writing session the students wrote about one profession, and in Speaking session the students told the writing in front of the class.
- T. Activity 20. In activity 20 in Listening session the students listened a song entitle "*Never Say Never*" by Justine Bieber. In Reading session the students read the lyric, in Writing session the students wrote the massages from the song, and in Speaking session the students told the massages to the friends.

4.2.1.1.3 Media

The data collected were obtained from the observation and interview with the English teachers. The observation was conducted along the English teaching and learning process on March to May 2019. Here the researcher observed what and how the English teachers used the media in the teaching and learning process

so the teaching learning runs well. To complete the data the researcher made open ended interview with the fifth grade English teachers related to the using of media in their English class.

There are many kinds of media such as: (1) audio visual (TV), (2) audio (speaker, Tape/ radio, etc), (3) two dimensions (pictures), (4) three dimensions/ real object, and (5) LCD projector and screen etc. Based on the observation the school provided some teaching media in supporting the teaching and learning process such as: LCD projector, WIFI internet, speaker active, laptop, etc. (appendix). This teaching media are useful very much for the teachers and the students. The teacher always use the media to enclear more the teacher explanation, create a better atmosphere in the class, and make a fun class with some games.

During the observation the researcher found that the English teachers used a video song and it lyric, the English short movie, LCD projector, laptop and WIFI internet connection (see appendices10-12). Video and short movie usually prepared first before the teaching process done. The video/ movie derived from the internet / YouTube . The teacher took it from YouTube because it is easy, she does not need to make the video first. And the teacher also can choose which the video appropriate for her material are.

For example in the chapter five when the teacher discussed about the kinds of healthy habits, she used the short movie about the kinds of healthy habits. The reason of using short video in teaching learning process is to help the students in mentioning the kinds of healthy habits and also in mastering English spelling deal

with the material. Usually the students make mistakes in spelling before they knew the example for the English teacher first or from the English native speaker from the short movie. By using a movie the students can hear and see how to spell that word correctly.

From the observation the researcher find that the students showed their enthusiasm in learning from the short movie, video song or other media. Therefore teaching media has an important rule in the English teaching learning process. The appropriate media would make the teaching run more enjoyable and fun for the students. Here the researcher concludes that the suitable media would be support the condition of effective teaching English for the young learner. Where there are an appropriate media in teaching learning process, the students would learn more effectively. When the students learn effectively the chance to achieve the goals of teaching open widely.

4.2.1.2 Providing Various Kinds Activities

To make an effective teaching learning the teacher should provides various kinds activities in the classroom. So the teaching process is not run bored and monotonous. The teacher should be creative in choosing media, the teacher should be innovative .in choosing method and the teacher should be able to manage the class. Actually there are many ways to make various activities in teaching, as mentioned in the previous topics. First when in the main activities the teaching can be in the form of listening, reading, writing, speaking, memorizing etc. Second when in the fun activities the teaching can be in the form of drawing,

singing, making things, playing games, and dancing, playing drama, reading poem, watching video/ movie, searching some information from internet, native speaker etc. Third in the group activities the teaching can be in the form of making project, discussion, dialog conversation, group presentation etc. And the fourth in the outdoor activities the teaching can be in the form of *Pondok Romadhan, study tour, camping*, etc.

From the observation and interview, the researcher found that the teacher in MI Al Azhaar already practices various activities in the class and out the class. In the classroom those are in the form of play some movie related to the topic, play a song video with the lyric, sing a song and dance in the end of study, make a project, using laptop and WIFI connection in doing their assignment, using LCD projector and screen that connected to laptop, etc. Out of the class there are in the form of *Pondok Romadhan, Camping in Scout Program, visiting certain place*, etc.

Sometimes the teacher asked the students to go in front of the class to make a dialog from the teks that already made by the students. This is to make the students have a braveness to express their speaking skills in a group. Or sometimes the teacher just asked the students to read news like a reporter then the others listened the news. Here the teacher observed the students skill in speaking individually. All of those activities of course make the atmosphere of the teaching both in the class or out of the class were more fun and enjoy. So the students can learn more effectively. The material would be easier to be caught and mastered by

the students. At least the students and the teachers would be able to get the target of study even better.

4.2.1.3 Involving the Students Actively

The main target of TEYL is to make the students mastering the materials and practicing the English well. So the teachers should be focusing their teaching to succeed the target. When the students can be motivated to be more active and more practice their English skill and they were able to do that, we can say that the teachers are success.

From the observation in the MI Al Azhaar, the researcher saw that the English teacher of MI Al Azhaar already involving the students in the teaching learning process. They asked the students to speak English not only in the classroom but also out of the class. In the classroom the students motivated to make a conversation in English even they want to go to toilet. Outside the classroom, the teachers also asked the students to speaking in English even the other teachers (non-English teachers). This made the environment support with English, and made speaking English as a habit in the school. The teacher also stimulated the students to make a conversation and dialog in English by asking them in the beginning of the teaching about their condition, their presences and the previous material.

In the process of teaching, the teacher involving the students by asking some questions, making simple conversation, discussion and presenting their ideas in front of the class etc. Sometimes all of the students asked one by one the

teacher to answer some questions to encourage each of the students to be active in speaking English. This activity makes the teacher is able to know the students competence especially in the speaking and share their ideas using English.

In the end of the study, the teacher involved the students by asking the students about the result and the conclusion of the study at that day. Usually she mentioned one of the students name to answer or to give his/ her opinion about the result of English teaching at that day based on the topic. In short the teacher always stimulate the students to be brave in speaking English, to share their ideas, to explore their competences so the goal of the teaching English are achieved.

4.2.1.4 Using Various Kinds of Assessment

As the researcher mention before that assessment is not only about the students' scores at the end of the lesson or the end of the teaching process at every semester but it is more about the measure students' progress while learning English and their target study. Here the teachers used some kinds of assessments, written test and non written test. Non-written test like observing students' progress in the learning process, asking the students about the topic directly, giving feedback. Written test such as giving assignment while in the process, test at the end of the chapter and summative assessment (see appendices 10-12).

There are many kinds of assessments. The assessment based on the process and the assessment based on the result. However in the general the assessment can be drawn such below: (a) teacher observation of writing, (b) one by one questioning, (c) teacher-led whole-class question answer, (d) quick testing

technique, (e) one by one redrafting, (f) peer review with teacher observing, (g) self assessment, (h) students oral presentation, (i) formal diagnostic assessment, (j) whole –class interaction, (k) end of year assessment, etc.

Observation was used by the teacher during the teaching and learning process in the classroom. The English teacher observed the students' participation and behavior in the classroom. This is used to know the students progress, achievement and their behaviors in the class wheater they reach the target of study or not. For example one of the students seemed crying in the classroom. The teacher built the personal communication with her. Give more attention by asking the cause of her crying and giving solution of her problem or communicate the students' condition to her parent to solve the problem. Encouraging the students' motivation for those who need is important in teaching practices.

Usually the teacher gave the direct questions for all students to give them chance speaking English. The questions were related to the material. Then from the students answer the teacher would be able to know the students skill i.e. how to pronounce words, how to give a good opinion, how to speak loudly and clearly, how to be confidence in speaking English, and how deep the students understanding deal with the topic discussed.

The teacher should give more chance for the students to speak English actively because the main goal of learning English is to be able to speak using the language. Therefore here the English teacher always motivate and gave an opportunities her students to speak English actively.

Next the teacher usually gave a non written assessment to measure the students' achievement. Giving some non written assignment can be done in the form of asking them to translate a simple paragraph directly, answer some questions in the students work book, do listening section, make simple sentences related to the topic, etc. All of those activities covered four English skills; listening, speaking, reading and writing. It can be concluded that good English teaching practices should involved all of those assessment to know the students skills and their achievements in English.

Giving corrective and positive feedback also plays crucial role for the students' progress. Based on the researcher observation, the teacher always gave corrective and positive feedback although the students did not give correct answer or did incorrect pronunciation in speaking. Therefore the students enjoyed in learning English without afraid to judge by the teacher or got anger for their mistakes. It is useful in keeping the students motivate in learning English.

The written assessment such as monthly test and summative test were done based on the school program. Monthly test is done every when the students finish their learning in one chapter. This test usually made by the teacher herself. Summative test is done every one semester when all of chapter is done they learn. This test usually made by the local education department in the district.

In short the teacher already put in practice some of assessment such as; teacher observation of writing, one by one questioning, teacher-led whole-class question answer, quick testing technique, students oral presentation, formal diagnostic assessment, whole –class interaction, and end of year assessment.

4.2.1.5 Positive Language Learning Environment

The other main important factor of the effective English teaching for young learners is creating positive language learning environment. So both the school and the teachers should be able to provide positive language learning environment. Actually there are many ways to create positive learning environment i.e.:

1. Enough space to do various activities
2. Good relationship between the students and teachers (recognize the students, listen the students, respect the students, be fair and impartial, create conducive class, use social conduct in teaching, support students to speak, teach responsibility in the class, give a change to students to reflecting the materials, communicate using English in the class, motivate students to use English to conversation, etc)
3. classroom management : physical environment of the classroom (whiteboard and board marker, appropriate table and chair, table and chair arrangement, special place to show the students working, teacher bookcase, students locker, good lamp, window and ventilation, fan / AC, appropriate class proportion, internet, laptop) and verbal and nonverbal communication in teaching and learning process

MI Al Azhaar provides quite complete physical facilities to support English teaching and learning process. The facilities are: whiteboard and boardmarker, appropriate table and chair, table and chair arrangement, special place to show the students working, teacher bookcase, students' locker, good

lamp, window and ventilation, fan, LCD projector, speaker active, WIFI internet connection, air conditioner, wireless TV, colorful classroom, and enough space for the students' activities (see appendix 12).

Mrs. Miftakhul as the English teacher has a good personality in supporting positive language learning environment. She is able to build a good relationship with the students by involving them in every activity in the class and encourages them to speak English. Based on the observation, the researcher sees that the teacher seemed quite close to the students. She could talk and tell anything with their students. In the learning process, good relationship made the students enjoying her process. Her ability in making jokes and interesting stories made the students fell enjoying their process.

The English teacher already gives a change to students to reflecting the materials, communicate using English in the class, and motivate students to use English to conversation. The teacher corrected the students pronunciation and asked all the students to repeat. She gave direct feedback and asked all the students to repeat after her.

Based on the findings in positive language learning environment, it can be seen that sufficient facilities are by the school principal. It is also supported by English teacher who is able to use and operate many kinds of technology in order to support the effective teaching process. Her competence in English and good personality also supported positive language learning environment. These supportive conditions help the English teachers creating good practices in TEYL.

4.2.2 The Implementation of TEYL at MI Al Azhaar

MI Al Azhaar Bandung Tulungagung combines two kinds of curriculum. Curriculum KTSP as the National curriculum and Cambridge curriculum as additional curriculum. The uniqueness of MI Al Azhaar is the Cambridge curriculum was taught in the main hour same as the English material from the National curriculum. The school just makes a different name, "*Bahasa Inggris*" for English material from National curriculum and the "*English*" from Cambridge curriculum. Therefore each subject has two sessions in a week. Mrs. Miftakhul is teacher for "*Bahasa Inggris*", and "*English*".

Here the researcher focuses on two aspects to be discussed. First, the English teaching preparation and second the process of teaching learning. The preparation covers designing the activities before teaching and learning process in the form of lesson plan, preparing teaching materials and teaching media, until the assessment for the students. Meanwhile in the English teaching process focused on the activities during teaching learning process. The researcher described the whole activities started from the beginning until the closing session.

The researcher used two kinds data collection to collect the data related to the English teaching process those are observation and interview. The observation was done for four meeting from April to May 2019. The researcher observed Mrs. Miftakhul during the teaching practices; it was 4 sessions a week (35 minutes for each session). It means that the students have big chance in learning English at the school than other schools those usually just two sessions

in a week. The data covered the field note during the observation and interview script with Mrs. Miftakhul and the fifth grade students. The field notes were enclosed in appendices 8 and 9 (pages 151-156). For the interview, the researcher interviewed Mrs. Miftakhul dealing with the job as English teachers for fifth grade. Audio recorded was used during the interview and described on the interview transcript.

The data from the finding revealed that the teachers implemented “*Bahasa Inggris*” and “*English*” teaching practices through some ways. In general they were classified into three stages, namely *pre-activities*, *whilst-activities* and *post-activities*. *In the pre-activities*, it consisted of greeting, checking students’ attendance, motivating the students, reviewing previous lesson and informing the objectives of the topic that day. *In the whilst-activities*, it covered listening, speaking, reading, and writing activities. *In the post-activities*, it covered checking students understanding, summarizing the lesson that day, giving tasks related to the lesson and singing or dancing together as the closing of the lesson that day.

In the *pre-activities* the researcher found how the teachers created good communication in order to build atmosphere in the classroom practices. They started by greeting the students cheerfully and enthusiastically. It was proved by their voices which showed that they were ready to teach them enthusiastically and nice smile in their face when greeting their students. It was done because the first activity, beginning from the teacher entering the classroom, determined the condition of teaching learning practices later. For example Mrs. Miftakhul, when

she made an observation about the students writing styles, she found that there were some students writing not good enough. She said that all of the students should learn how to write something neatly. It was aimed to make the readers easy to read. The students usually wrote something sloppy because they were in hurry and not carefully. She suggested to recheck the answers before be submitted to the teacher. She gave an example one of the students who had correct answer but she wrote the answer less one letter, where in English a letter is very important. Less one letter made the answer became incorrect. So she asked the students to be more careful in answering and writing the answer, do not forget to check and recheck the answers. All of the students paid attention to her and agree with her suggestion, they shout together “yes mam” then she started the lesson (see field note 3-A).

Another activities in pre-activities (10 minutes), she opened the lesson by motivating them about good habits, like the students should always have good behavior anywhere and anytime, they should always be serious in the learning process not because of the teacher who teach them but being serious would make them reach their success. The following dialog script is the example of how the teacher motivated the students before whilst-activities.

The teacher : Do you know that as students you should always keep a good behavior wherever and whenever you are?

Students : Yes Mrs. We know that.

The teacher : Beside that you should keep serious in the learning process could you?

Students : Yes Mam.

The teacher : Don't only do good behavior when there is a teacher
Okay?

Students : Okay Mrs (see field note 3-A).

The dialog above executed that the teacher does not only care about the students' English skills but also their real life. Being good helps them to have relationship with other in the real life. It aimed at supporting young learners' personality development.

Before they continued to the materials that day, the teacher reviewed the previous lesson. She began by asking some questions about the previous lesson such as;

The teacher : do you remember what we were talking about last
meeting?

Students : healthy habits mom

Teacher : okay now can you give examples what are they?

Student : eat healthy food

Student : take a bath twice a day

Student : wash the hair three times a week (see field note 3-C).

In the pre-activities the teacher can activated the students' previous knowledge dealing with their experiences by questioning some last materials. This is not just make the students confident to speak English, but also give them more training more practice using English in the daily activities. From the observation the English teacher always uses question and answer orally in any situation not just in the class but also out the class in order to make the students

had a habit in using English language. Therefore she made more interaction with the students using English orally. The following dialog is the example how the teacher activates the students prior knowledge.

- The teacher : can you mention kinds of machine in our home?
- Students : yes Mam ...
- Student : TV and refrigerator Mam
- Student : electric iron and vacuum cleaner Mam
- Student : washing machine and microwave oven Mam
- Student : computer and laptop Mam
- Teacher : okay good, now do you what is the function of them?
- Students : yes Mam...
- Student : we can watch many movies and news by using TV and
we can drink a fresh cool water at refrigerator Mam
- Student : we use electric iron to neat our uniform and vacuum
cleaner it is to clean our floor Mam
- Teacher : okay well done. Give applause for us.

Then she explained that they would learn about kind of machines that day. She said learning about machines would help them know about kinds of machines, the advantages of machines, and how to use them. This activity showed that the teacher informed the objective of the learning (see field note 4-C).

In the other time the teacher gave guiding question to lead to the topic discussed. For example: she said “look at the picture on your books. Which of these machines used to clean our floor? Do you know any others?. The teacher

asked these questions for all of the students so they all have their chance to give their opinions. Some of them said “yes, I know Mam, vaccum cleaner is a machine to clean our floor, right, my mother uses this to the floor last week.” The other said “ yes I know Mam, one of the machines is TV. I like watching the movie of Ipin and Upin.” the teacher said “okay good, all of you are right” (see Fieldnote 4-C).

There was an activity to encourage students’ interest. At the end of the lesson the teacher asked the students to sing a song together. Then the teacher gave the stressing in the material today that is about healthy habits. This is in order to make them not forget with the main objective of the lesson that day. The bell was ringing, she said thank you for the attention and left the class (see field note 3-B).

In the whilst-activities, the researcher described the activities of four English skills; listening, speaking, reading and writing activities. In the Cambridge curriculum, the IN STEP book chapter 7 to 12 there are covered 4 skills from the materials. For example:

In Writing skill : write a set of instruction for making amask, write an ending of the story, write a short narative, write a sequence of actions, write a journal, write your findings, fiil the blank, write capital letter, and give punctuation. In the listening skill: listen the interview, listen to a story, listen carefully to the passage, listen carefully to the description, listen carefully to the information, and matching. In the speaking skill: answer the question orally, give an opinion,

guessing, making a sentence etc. In the reading skill: answer the question, read the story, read the movie review, read the journal, read the information.

Based on the observation, in the listening activities of chapter 12 which talked about machines, there were many activities such as listen to your teacher then repeat after her, then the students asked to watched the video and listen kinds of machines. The video is taken from the internet. It showed many kinds of machines and how to spell them correctly. This media is interesting for them and help them understand the materials more (see field note 4-C).

Another activity in listening sections is the teacher explained about the description of how a film is made and the some words related to it. The students listen to the teacher and respond by fill in the blank with the appropriate words. They discussed together the correct answers. The teacher helped them by asking the key word from what they've learnt before.

Some of them asked to write his answer in the whiteboard like the dialog below:

Teacher : Dian, please write down your answer on the blackboard!

Student : I am not sure Mam with my answer

Teacher : Don't worry I will help you then. Just try it up!

Student : Yes Mam (the student write down her answers)

Teacher : Wow great job give applause for her! Although your answer is not perfectly true but you're brave to go to the front. Class look at her, you can follow her brave!

Students : yes Mam (see field note 4-A).

The teacher gave a motivation to the class.

Here whatever the students answered, the teacher never forgot to appreciate them by saying “*good job, great, you’re right, that’s good, give applause for her/him etc*”. This feedback aims at encouraging their confidence to speak English.

In the speaking session, she always built good interaction with the students to make them speak English actively by giving them some questions like the dialog below:

Teacher : do you think it will be fun if we could watch movies together

Students : wow it will be fun, Mam. When will we do it?

Teacher right now, I will give you a movie about healthy habits.
Just watch out okay!

Students : okay Mam (see field note 3-B).

Sometimes when one of her students answered the question using Indonesian because of his lack of vocabulary mastery or forgotten the context, she said “*in English please*”. She usually helped the students who got the difficulties in saying something in English. Like in the teaching process in Wednesday, 1 May 2019, she used guiding questions to make the students speaking English such as “the teacher said “*look at the picture on your books. Which of these machines used to clean our floor? Do you know any others?* “. The teacher asked these questions for all of the students so they all have their chance to give their opinions. Some of them said “*yes, I know Mam, vacuum cleaner is a machine to clean our floor, right, my mother uses this to the floor last week.*” The other said “*yes I know Mam, one of the machines is TV. I like*

watching the movie of Ipin and Upin.”. The teacher said “*okay good, all of you are right*” (see field note 4-C).

The ability of the students to answer the questions showed that they were actually able to communicate using English. This ability is the main objective of learning English.

The other activities in reading and listening are role playing as a journal reader. The teacher asked a student to read a journal of *Jim hasick's Antarctica* in front of the class. The other students listen and answer some questions on the workbook.

The teacher : Okay class please listens up your friend who read the journal for you. In the end of the journal, you can open your workbook page 63 and do some questions there, so listen up carefully!

The students : Yes Mam (see field note 4-B).

In reading activities, the teacher asked to read a passage or a story then answer the questions, or read the information in the textbook, then identify and write down the answers. Here the teacher also explained how to do scanning. She explained that scanning is one of the reading strategies to find certain answer from the story or a passage fast. She told how to do it. The students practice that by looked at just specific information when doing scanning in the reading chapter 12 entitle *Parker Hamilton*. Then she asked the students to scanning and answered the questions (see field note 4-C).

In the writing activities, besides summarizing and answering the questions as mentioned before, the students also match the words, rearrange the jumble words and make a sentence or re-write with the passive voice, or just make a sentence with the correct punctuation (see field note 4-B).

In the *post-activities* (10 Minutes), at the end of teaching learning process, the teacher asked students who still have difficulties about the materials and gave the answers to the students' questions, also gave time for students to do the assignment at home if the time is up. She then the teacher informed what they do in the next meeting, and then she gave homework for the students' workbook, that would be discussed next week. Or when there is a monthly assessment in the next week. She asked them to prepare well at home. She never forgot to motivate the students to learn at home before saying goodbye, "okay although there is no homework, don't forget to learn about the next topic at home, Be diligent and don't forget to do the homework!". And She closed the lesson by saying " thank you very much. See you next week." (see field note 3-A).

The teacher involved all of the students in every activities in the classroom from the beginning until the end of learning. It made the classroom environment more alive. All of the students were supported to be active. No one of the students allowed to be silent or passive learner. The teacher active in giving questions, asking their opinion for certain topics, involving them in mentioning example, asking them to explain the topic etc.

To check the students understanding, the teacher could asked the questions such as : *Is it clear enough ? Do you understand ? Any others questions?* " When

there were no questions anymore, the lesson is continued. But if there some of the students who did not understand well asked the teacher to repeat the explanation by saying “*Mrs. I don't understand yet repeat please! Or Mrs may i ask a question*” (see field note 4-B).

Sometimes she played one hit English song that the lyric already be remembered by almost all the students and sang together. however she never forget to give the stressing in the material that day , in order to make them not forget with the main objective of the lesson that day (see field note 3-B).

The teacher has a good and clear pronunciation, so the students can learn well. It is important because the teacher has some functions that are as model English communication to the students and model of English speaking for example story telling. Furthermore she is also honest, fun, kind, humorous, creative and enthusiastic when teaching in the class. Her good personality support positive language learning environment. Always give positive feedback is also give the students motivation to learn English more. She always give a change to the students to held a dialog to express their skill in English, teach poem, dialog, etc to the students. She listen what the students want to say because the teacher is also model of good listener.

Another activities at the end of teaching learning process, the teacher asked students who still have difficulties about the materials and gave the answers to the students questions, also gave time for students to do the assignment at home if the time is up. She then the teacher informed what they do in the next meeting, and then she gave homework for the students' workbook,

that would be discussed next week. She closed the lesson by saying “thank you very much. Be diligent and don’t forget to do the homework. See you next week.” (see field note 3-A).

The dialog above executed that the teacher does not only care about the students’ English skills in the school but also how they must be use their time at home effectively. Being effective in using time helps them to be discipline and have sense of responsibility with thier own life. It also aimed at supporting young learners’ personality development.

Based on the finding above it can be concluded that the teachers delivered the materials to the students using various activities like role playing, singing, drama, dancing , question and answer, watching video, retelling the story, reporting news etc. The various activities which were used to explain the materials supported and proved the effective English teaching practices there.