CHAPTER V

DISCUSSION

This chapter explains two points of the objectives of this study. First, the statements on what practices make TEYL run effectively, and second, the statement on what the language learning environment both at SDI Qurotaa'yun and MI Al Azhaar.

5.1 The Practices of TEYL at SDI Qurotaa'yun and MI Al Azhaar

The discussions on the implementation of TEYL are divided into 2 points. The first is the teaching preparation with relevant theories and previous research findings. It concerns on the designing the English teaching activities started from the preparation of lesson plan, teaching materials, teaching media and soon. The second is the English process with relevant theories and previous research findings. It concerns with pre-activities, whilst-activities and post-activities in the teaching learning process.

NO	INDICATORS	Cambridge C		National C	
		QA	AZ	QA	AZ
A	TEACHING IMPLEMENTATIONS				
	1. teaching preparation				
	a. designing lesson plan	-	v	v	v
	b. designing a year program	v	v	v	v
	c. designing a semester program	v	v	v	v
	d. designing syllabi	v	v	v	v
	e. preparing attending list	v	v	v	v
	f. preparing score list	v	v	v	v
	g. preparing the materials				

	• teacher book	v	v	v	v
	• supporting books, dictionary	v	v	v	v
	• students assignment book	v	v	v	v
	• supporting materials (song, poems, short story etc)	v	v	v	v
h. preparing media					
	• audio visual (TV/Laptop)	v	v	v	v
	• audio (speaker, Tape/ radio, etc)	v	v	v	v
	• 2 dimensions (pictures)	v	v	v	v
	• 3 dimensions/ real object	v	v	v	v
	• LCD projector and screen	v	v	v	v
	• others					

5.1 Table observation of teaching preparation

In general all of the teachers both from SDI Qurotaa'yun and MI Al Azhaar already make the preparation on these categories. However the teacher of English 2 did not make lesson plan in details form. She just taught the students based on the syllabi then she used her creativity and media to teach the students. In details the explanation can be drawn such below;

1. The English teacher of English 1 (Mrs. Khusnul) used the preparation completely because the teaching administration such lesson plan, syllabi, a year teaching plan/ a semester teaching plan already made by the KKG (Teacher Work Group) English teachers of Ngunut district. So it will make the English teacher work easily.

2. The English teacher of English 2 (Mrs. Tri Wahyuni), she did not use the preparation in detail, because the Cambridge Curriculum itself did not force her to make the lesson plan, she only used the syllabi, curriculum and media to teach the students. She supposed that the lesson plan is not a

must. When the student achieved the goal of the study and they were able to practice English the objectives of the study are reached already.

3. The *Bahasa Inggris* teacher of MI Al Azhaar (Mrs. Miftahul) already used the preparation completely because the teaching administration such lesson plan, syllabi, a year teaching plan/ a semester teaching plan are also already made by the KKG (teacher work group) of English teachers of Bandung district. It was already designed before the next year academic usually at Aprl to May.

4. The English of MI Al Azhaar (Mrs. Miftahul) also already used the preparation completely because she made the teaching administration such lesson plan, syllabi, a year teaching plan/ a semester teaching plan. The lesson plan is taken from the reference. She believed that a good preparation would create an effective TEYL. It is coherence with Hoppingarner (2007) said that good preparation of English teaching practices leads to the successful both the teacher in teaching process and the students in learning English. The successful of English practices showed the effectiveness of implementation of TEYL.

The English teachers design lesson plan carefully based on the students' condition and environment conditions, so the lesson plan would be run effectively. Good preparations have significant contribution to the successful of English teaching practices. It means that the implementation of TEYL is called effective when the teaching learning process run effectively.

Brown (2007) mentioned the elements of good lesson plans, i.e. the learning objectives, the success criteria, the achievement or evaluation. From the lesson plan of both schools, they were clear that in general the schools, SDI Qurotaa'yun and MI Al Azhaar, already fulfill those criteria. Even the target covered 4 English skills (reading, writing, speaking and listening). The result show that giving clear pictures in the lesson plan contributes the interesting, enjoyable lesson for the students and useful for the English teachers to provide well structure English teaching practices.

Most of the English teachers at SDI Qurotaa'yun and MI Al Azhaar already made clear objective that should be achieved by the students in each meeting, criteria of success in each skill and their indicators of achievement. For example at the lesson plan chapter 4 *English 1* at SDI Qurotaa'yun, there is mentioned some indicators (see appendix 17):

(1) the students are able to listen and respond the instruction have been heard from the teacher verbally. (listening skill)

(2) the students are able to write sentences have been heard from the teacher, (writing skill)

(3) the students are able to act the dialog (speaking skill)

(4) the students are able to answer the questions to measure their understanding in reading (reading skill). From the example, the learning objectives and the success criteria give whole pictures about what the students should be achieved in the end of their study. By having lesson plan the teachers have a track that

guides them to get the goal. Lesson plan designed based on the main sources help the teacher to create an effective teaching process.

The researcher found that the teachers of SDI Qurotaa'yun and MI Al Azhaar when teaching process in the classroom provides some items that are (a) various activities, (b) various materials, (c) various techniques, and (d) good relationship between the teachers and the students. As drawn in the chart below:

NO	INDICATORS	Cambridge C		National C	
		QA	AZ	QA	AZ
	2. teaching process in the classroom				
	a. various activities	v	v	v	v
	b. various materials	v	v	v	v
	c. various techniques	v	v	v	v
	d. good relationship	v	v	v	v

5.2 Table observation of teaching process in the classroom

The English teachers of SDI Qurotaa'yun *and MI Al Azhaar have various activities in the English class.* This is coherence with Harmer (2007) said that giving various activities help the students keep interested learning English and enjoy what they learn about because their short attentions span. Various activities also support to create positive climate for the students to develop their language (Jones, 2004). It means the students comfortability in learning have a significant influence to the success of the teaching learning process.

SKILLS	ACTIVITIES	MATERIAL	MEDIA
PRE TEACHING	greeting, question and answer, motivating, giving suggestion	good interaction, sympathy	-
LISTENING	listen and answer, quizzes, warm up exercises, dancing, singing, presenting in front of the class	dressing for Antarctica, machines, etc	audio, video, songs and lyric, native speaker
SPEAKING	role playing; news reporter, making dialog, singing, question and answer.	Antarctica machines. Making movie, etc	text book, work book, poem, video, songs and

			lyric, native speaker
READING	scanning, read aloud	Jim Hasick' Antarctica journal, Penguin by Post, etc	text book, work book, poem, story book, video, and lyric songs, etc
WRITING	summarizing, describing someone, making narrative, making journal, answering the questions	write a journal, write findings, etc	text book, work book, dictionary, etc
GRAMMAR	question and answer spoken or written	direct speech, modal auxiliaries, clause	course book, video, songs, etc
CLOSING	question and answer	check understanding	-
	question and answer	making conclusion	-
	explanation	motivating	-
	explanation	assignment	text book, work book, etc

5.3 Table observation of various teaching activities

The English teachers of SDI Qurotaa'yun and MI Al Azhaar in short can be listed as the table above. In the beginning the teachers did some activities such as greeting, question and answer, motivating, and giving suggestion. All of these are to make the students enjoy and ready to learn the lesson.

In the main activities there are listening, speaking, reading, writing and grammar mastery. In the listening activities the using of media can be seen when the teacher using video and song. The activities used that media are listen and answer, quizzes, warm up exercises, dancing, singing, presenting in front of the class.

In the speaking activities the students play role playing where one of them as the news reported, making dialog with the students using question and answer

to make the students be active speaking English, asking the students to sing a song to teach the pronunciation and intonation.

In the reading activities the teachers asked the students to read load to correct the pronunciation / intonation and read by scanning to help them try to answer the passage quickly.

In the writing activities the students do summarizing, answering the question based on the article etc. Sometimes the teacher gave a various exercises to the students to make they are better in writing section.

In the closing activities there are check understanding, making conclusion, motivating and assignment.

All of the process cannot be separated from the teacher competence and the personality. This two items positive support the positive language environment and enjoy their learning process.

The English teachers of SDI Qurotaa'yun *and MI Al Azhaar have various materials in the English class*. The researcher found that the school provided more than two books used by the teachers and the students. SDI Qurotaa'yun used Cambridge book entitle "*English workbook*" and for National curriculum used students workbook entitle "*Basic English Book*" and "*Smart Kid*", and *digital dictionary*. MI Al Azhaar used Cambridge book entitle " *In Step a Course in English for Primary Schools"* , for the National curriculum used book entitle " *Bahasa Inggris untuk Madrasah Ibtidaiyah"* and "*Buku pendamping pembelajaran Bahasa Inggris* " and a additional book for the slow learner entitle "*English Time* " and English dictionary. In short the schools used those books

that are designed specifically for the young learners. Those books are useful for the students and the teachers. The teachers could use the book easily in order to create an effective teaching practice. In other side the students also enjoy learn English using the book.

The additional materials are in the form of video and other material taken from the internet. The reason of using video is considering the characteristics of young learners that they learn well from what they listen and see (Harmer, 1991). In conclusion, preparing teaching materials before English teaching and learning practices is very important.

The English teachers of SDI Qurotaa'yun *and MI Al Azhaar have various media in the English class*. The using of media in the teaching learning process is to help the students to understand the material well. Suyanto (2009) said that the teaching media is useful for both the students and the teachers in the classroom practices. SDI Qurotaa'yun and MI Al Azhaar already used various media such as wireless TV, laptop, WIFI internet connection, speaker active, LCD projector to enclear the teaching process and explain unclear material. They also used movie, video and song to keep the students interesting and always motivated in learning English. in general students are more interested in watching movie, video from YouTube in spite of just learn from the audio recording. Therefore the teachers like to give material in the form of movie or appropriate songs that related to the topic.

Sometimes they learn from real object from the native speaker. Here the students could learn good pronunciation and intonation from the real person.

They could interact and gave corrections from the students' mistakes directly. Do the students could understand more about the correct pronunciation and intonation. By using native speaker the students learn English more enjoyful. In conclusion the using of appropriate media is important to support the effectiveness the teaching learning process and interesting atmosphere in the classroom. When the schools like SDI Qurotaa'yun and MI Al Azhaar implemented this paradigm it means that the schools have practice the TEYL well.

The English teachers of SDI Qurotaa'yun *and MI Al Azhaar have various techniques in the English class*. Techniques used by SDI Qurotaa'yun and MI Al Azhaar are classical and individual form. In the classical the students just learn the explanation from the teacher then respond the teacher when she/ he asked the students to do something. Or the teacher asked the students to make a group to discuss about the material.

In the individual form the teacher asked the students one by one to know the individual competence of each student.

The English teachers of SDI Qurotaa'yun *and MI Al Azhaar have good relationship in the English class*. Usually before the lesson started, the teachers built the interaction with the students by asking condition and showing their sympathy for the sick students. Good interaction although just in the form of greeting the students and asking their condition make a good atmosphere in the classroom before the teaching learning process started. The teacher attention to the students who need for attention have a significant effect and help them to be

more focus on the teaching learning process. Like already done by the Mrs. Tri Wahyuni when she saw one of the students who seemed pale and not motivated, she came, touched her shoulder and asked *" are you okay, any problem, why are you so sad?".* The student told her problem and the teacher gave a simple solution, and this brings back her motivation in learning English.

Simple dialog from the teachers and the students before the lesson begin also activated the students previous memory to start the lesson and enter the new topic. Next the simple dialog also encourages the students to speak in English and motivated the students to be more active using English in daily conversation.

In conclusion good practices to young learners can be detected easily from the teaching activities. Whether the teacher provides various activities, media, materials, and supported by the good competences and personalities. When all of the principles of good practices in TEYL are fulfilled we can conclude that the teaching is good.

The assessment is done for several reasons; identify the students' progress, to check students' particular skills, to find out the successful of teaching and learning process, to diagnose the problem, and to identify students' attitudes in the learning process. Some kinds of assessments can be drawn below and the English teachers of SDI Qurotaa'yun and MI Al Azhaar have various assessments in the English class.

NO	INDICATORS	Cambridge C		National C	
		QA	AZ	QA	AZ
	3. students assessment				
	a. teacher observation	v	v	v	v
	b. one by one questioning	v	v	v	v
	c. teacher-led whole-class question answer	v	v	v	v

	d. quick testing technique	v	v	v	v
	e. one by one redrafting	-	-	-	-
	f. peer review with teacher observing	v	v	v	v
	g. self assessment	-	-	-	-
	h. students oral presentation	v	v	v	v
	i. formal diagnostic assessment	v	v	v	v
	j. whole –class interaction	v	v	v	v
	k. end of year assessment	v	v	v	v
	l. others				

5.4 Table observation of various assessments

The English teachers of SDI Qurotaa'yun and MI Al Azhaar used observation to know the activeness of the students to know the students progress and identify the students attitude in learning process. the teachers used question and answer to diagnose the problem. The teachers used assignments monthly, summative test to check the students' particular skills and achievement and to find out the successful of the teaching learning process. The teachers give correctness and positive feedback to support the students' mentality. The result of the assessment can be used to analyze and evaluate the teachers' quality in teaching. Knowing the teaching quality helps the English teachers improve their quality of the TEYL in the classroom practices.

Various kinds of assessments contribute to the success of the students and the teaching process. The English teacher could measure the successful of teaching and learning process, diagnose the problem, and identify the students' attitudes in the learning process. Next various kinds of assessments can be used to measure students' achievement in learning English, to identify students progress and to check students particular skills. In conclusion the various assessments have significant effect to the good practices of TEYL.

5.2 The Language Learning Environment

The English teachers of SDI Qurotaa'yun and MI Al Azhaar are able to make positive language learning environment in the English class. The researcher finds the result from the observation such below;

NO	INDICATORS	Cambridge C		National C	
		QA	AZ	QA	AZ
B	POSITIVE LANGUAGE LEARNING ENVIRONMENT				
	1. enough space to do various activities	v	v	v	v
	2. Good relationship between the students and teachers	v	v	v	v
	a. recognize the students	v	v	v	v
	b. listen the students	v	v	v	v
	c. respect the students	v	v	v	v
	d. be fair and impartial	v	v	v	v
	e. create conducive class	v	v	v	v
	f. use social conduct in teaching	v	v	v	v
	g. support students to speak	v	v	v	v
	h. teach responsibility in the class	v	v	v	v
	i. give a change to students to reflecting the materials	v	v	v	v
	j. communicate using English in the class	v	v	v	v
	k. motivate students to use English to conversation	v	v	v	v
	l. others				
	3. classroom management				
	a. physical environment of the classroom				
	1. whiteboard and boardmarker	v	v	v	v
	2. appropriate table and chair	v	v	v	v
	3. table and chair arrangement	v	v	v	v
	4. special place to show the students working	v	v	v	v
	5. teacher bookcase	v	v	v	v
	6. students locker	-	-	-	-
	7. good lamp	v	v	v	v
	8. window and ventilation	v	v	v	v
	9. fan / AC	v	v	v	v
	10. appropriate class proportion (wide and number of students)	v	v	v	v
	11. others facilities				
	• internet	v	v	v	v
	• laptop	v	v	v	v
	• others				

b. verbal and nonverbal communication in teaching and learning process				
1. good voice	v	v	v	v
2. confidence body posture	v	v	v	v
3. charming face	v	v	v	v
4. facial and hand gestures	v	v	v	v
5. eyes contact with students	v	v	v	v
6. style of dressing up	v	v	v	v

5.5 *Table observation of positive Language Learning Environment*

In general both schools have positive language learning environment. It can be proven from the physical environment of the classroom and the teacher performance. Deal with the physical environment of the classroom, there are almost of items already prepare by the schools i.e. whiteboard and boardmarker, appropriate table and chair, table and chair arrangement, special place to show the students working, teacher bookcase, good lamp, window and ventilation, fan / AC, appropriate class proportion (wide and number of students) just students locker that didn't fulfilled yet by the schools. Others facilities such as WIFI internet, laptop, active speaker, and wireless TV also already they have. All of the facilities would make the students learn well in the classroom because they have comfortable condition and enjoyful environment.

Deal with the teacher personalities and performances the schools also already fulfilled the conditions of positive language environments. For example all of the English teacher's performances have good voice, confidence body posture, charming face, facial and hand gestures, eyes contact with students, and style of dressing up. Syarifuddin (2007) said that the English teacher should be

able to build good relationship with the students in order to make them feel secure in learning process.

About the personalities all of the conditions also already fulfilled by the teachers, the items include : (1) recognize the students: usually in the beginning of lesson the teachers called one by one the name of all students, (2) listen the students: when the students asked questions the teachers always listen and then answer the questions, (3) respect the students, be fair and impartial: all of the teachers always respect the students and always be fair when the students asking something, (4) create conducive class: the teachers always try to make the class in the conducive because they know this is the important thing that can influence the success of the teaching learning process in the classroom, (5) use social conduct in teaching: always there is a social conduct in the class to make the class in a positive condition, (6) support students to speak, teach responsibility in the class, give a change to students to reflecting the materials, communicate using English in the class, and motivate students to use English to conversation.

Based on the observation, the researcher find that the English teachers of SDI Qurotaa'yun and MI Al Azhaar already fulfill all the conditions, so the students would be learn English better.

Instead of all performance above, the English teachers also have several functions that have to be fulfilled. Here is the table of English teacher roles in SDI Qurotaa'yun (QA) and MI Al Azhaar (AZ).

NO	INDICATORS	Cambridge C		National C	
		QA	AZ	QA	AZ
D	ENGLISH TEACHER FOR YOUNG LEARNERS AS ENGLISH LANGUAGE MODEL				

	1. model of good listener	v	v	v	v
	2. model of English speaking for example story telling	v	v	v	v
	3. give a change to the students to held a dialog	v	v	v	v
	4. model English communication to the students	v	v	v	v
	5. teach poem, dialog, etc to the students	v	v	v	v
	6. model in English communication	v	v	v	v

5.6 Table observation of teacher's roles

Based on the observation the researcher find that the English teachers of SDI Qurotaa'yun and MI Al Azhaar already fulfill all the conditions. They are model of good listener, model of English speaking for example storytelling, give a change to the students to held a dialog, model English communication to the students, teach poem, dialog, etc to the students and model in English communication. They are also creative, humorous, and enthusiastic when teaching in the classroom. However sometimes they also can be very discipline teachers when their students out of controls. They would say *"keep silent please, stop your play and focus at here, pay attention please if you cannot do it, we will end this lesson right now"!* Sometimes they asked the noisy students to sit down in front of the class even out of the class.

In conclusion SDI Qurotaa'yun and MI Al Azhaar provide complete facilities to support the English teaching practices. The English teachers are able to use the facilities and create positive language learning environment supported by their skills and their good personalities.   Positive language learning environment support the English teachers to create TEYL effectively.

Here are some uniqueness program of the schools related to English skills upgrading and students achievements from many competitions that strengthening the conclusion that the TEYL there run effectively.

	MI AL AZHAR	SDI QUROTAA'YUN
	Native Speaker Usually the school makes a request to T2EDI to give native speaker. The activity is the students learn English with native speaker for a month (30 minutes a day). The native speaker is Mrs. Lena from Germaine. Usually the students learn speaking and conversation.	
	Joyful Competition Competition inter school under T2EDI (teacher training and education development institute) Malang. This is an institution as a bridge for the schools which are used Cambridge curriculum and followed Cambridge tests. Usually this program held in first semester holiday for 3 days in Malang and followed by 5th grade students.	**Joyful Competition** Usually this program held in first semester holiday for 3 days in Malang and followed by 5th grade students. (SE JATIM)
	Holiday Camp Held every two years, in Pare for 3 days, followed by all grade 4 and 5 students	**Outbound Adventure** This is for ICP (International Class Program). This is game program using English language.
	Bilingual Class Program (BCP). Next year is planned to make a relationship with BEC for 6 month.	**Bilingual Class Program** (BCP). class used English as the communication language.
	English Club (extracurricular) The program held every Saturday at 11 to 12 o clock. It is followed by 1 to 5 grade students. The activities are upgrading 4 skills but covered in the form of games.	
	English Time This is a program to upgrade students in English. Usually held 15 minutes	**Apel Pagi (Morning Activity)** In the morning before entering the class the students should memorizing three

before the teaching learning process held in the first time. (06.50). this program held for 4 days. The schedule are Tuesday for listening, Wednesday for reading, Thursday for writing, Friday for speaking, and Saturday for memorizing. The book uses English time book that is made by the school itself.	kinds of languages Indonesia, Arabic, and English (at 07.00-07.30)
English Competition in Jepun Usually held for several time in a year. This followed by 1-5 grade students. The material is English in general.	**STORY TELLING** competition Held in celebrating the school aniversarry in each year Story telling competition in *pondok romadhan* and *temu alumni (Alumnus meeting)*
	PORSISTA (PESTA OLAHRAGA SENI SEKOLAH SWASTA) It is a sport and art competition for non-goverment schools. It held one in a year (January February) usually there are storytelling and speech contest

5.7 Table Unique programs related to English skill upgrading

Here are some competition won by MI Al Azhaar Bandung and SDI

Qurota a'yun Ngunut as one of proofs that the programs run effectively.

	MI AL AZHAR	SD QUROTAA'YUN
	2010	
		• Winner number 1 story telling (Junior High School 2 TA) • Winner number 3 story telling (Junior High School 2 TA) • Winner number 1 English drama (Junior High School 2 TA)
	2011	
		• Winner number 1 story telling (Junior High School 2 TA)
	2012	
		• Winner number 3 story telling (Junior High School 2 TA)
	2014	
	Winner number 2 and 3 story telling	• Winner number 1 speech contest

	(Level Kabupaten TA) Winner number 2 and 3 story telling (se karisidenan Kediri) Winner number 1 speech contest (Level kecamatan)	(Senior Islamic boarding school Kunir Blitar)
	2015	
	Winner number 1 speech contest (Level kabupaten)	• Winner number 1 speech contest (IAIN TA)
	2016	
	• Winner number 1 speech contest (Level kecamatan) • Winner number 2 and 3 speech contest (Level kabupaten)	•
	2017	
		• Winner number 1 ICP *I*nternational Class Program (Malang) • Winner number 2 Cambridge Mathematic • Winner number 1 and 2 story telling (Junior High School 2 TA) • Winner number 3 Cambridge Mathematic • Winner number 3 spelling bee • Winner number 1 story telling (Junior Islamic boarding school Aryojeding TA)
	2019	
		• Winner number 1,2,and 4 speech contest (Junior Islamic boarding school Aryojeding TA) • Winner number 1 speech contest (Junior Islamic boarding school Kunir Blitar)

5.8 Table of competition won by MI Al Azhaar and SDI Qurotaa'yun