# Practices of Teaching English to Young Learners:
## Voices from Islamic Primary Schools

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**Abstract**
This research is aimed at finding out the design teaching English to young learners and the teachers good practice of teaching English to young learners. The descriptive qualitative research is considered to be an appropriate design to this research. The fifth grade English teachers of SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung are the subjects of the study. The data were collected by conducting observation, interview, and documentation. This research revelead that the English teachers at SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung did good practice in TEYL, as follow; (1) English Teachers did good preparation, (2) providing various activities in teaching learning process, (3) making the students active in the class, (4) using various kinds of assessments, (5) creating positive language environment. In conclusion, the English teachers of SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung already implemented the principles of good teaching English for young learners. The result of this study are beneficial for the English teachers in implemented good TEYL principles in their teaching. For other researchers this research was done in Islamic school background, therefore they can conduct similar research related to the TEYL in the public schools or other background.

**Keywords**: Young learners , Teaching English to young learners, Practices of TEYL, Cambridge Curriculum.

## 1. INTRODUCTION

The increasing number of elementary school which implements TEYL in Indonesia is not followed by the improvement of the teaching quality in TEYL. This issue actually already recognised by some experts. Zein (2012 p.16) explained that in Indonesia where most English teachers at primary level hold no relevant qualification. Classroom teachers with limited English proficiency are appointed by primary school principals to teach English, despite having no appropriate English qualifications. On the other hand, those with a non-English undergraduate degree are allowed to teach

English in primary schools. They are employed to teach English even though they have inadequate pedagogical experience and may only have some English proficiency.

The teaching of English to young learners (TEYL) has gained a lot of attention, the increasing numbers of children learning English in their early age is not followed by the increase of the quality on the implementation of TEYL. Zein (2012 p.17) as cited in Hu (2005) who argued that assigning teachers with no English background provides an immediate solution, but the extent to which the solution is applicable on a longterm basis is arguable. He stated that the policy is a reflection of a "naïve conception of the professional qualities of primary foreign language teachers" (Hu, 2005, p. 20). For that reason, this research is investigating good practices on teaching English to the young learners. The researcher takes two main points to investigate; the implementation of teaching English to young learners and the language learning environment. The information of good practices of teaching English to young learners hopefully helps the English teachers by providing information on the effective English teaching practices to lead the students' success in learning English. The purposes of implementing English for elementary students are to make them able to respond the oral instruction, to speak, to comprehend written texts, to write words, phrases, sentences, and paragraphs in simple English.

In addition deals with the unique of the study, the researcher found that in Tulungagung based on the reasercher investigation there are only three elementary schools (i.e. MI Zumrotus Salamah Kedungwaru, SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung) which use Cambridge curriculum include in their schools curriculum. This phenomenon ofcourse interesting to be searched to find the answer and prejudice of some expert that there is a problem in our education system especially in TEYL and the teachers qualification in teaching English. The researcher has a huge assumption that the schools which had implemented the Cambridge curriculum also have a good English teachers, a well preparation of teaching, and good environment of education. This is because the materials of Cambridge curriculum are more complicated than the National curriculum both from the Department of Education (handles the state elementary schools) or Department of Religion (handles the Islamic elementary schools).

The researcher also supposed that the schools which used Cambridge curriculum have more attention in English teaching learning process, more program to upgrade the students' English skills, have more participation in English's competition and of course win many competitions deal with English. Although there are many studies contributed to TEYL, however there is not enough information related to the good practices of TEYL. The important information we found from Zein (2012, p. 12) as said by Agustina (1997) that the issue with teachers' proficiency is deteriorated by the fact that while teachers are required to achieve a certain level of proficiency, an environment in which such level can be achieved is not provided. Specific training programs to assist teachers in achieving the desired level of proficiency have not been formulated. The

case is even worse in Indonesia as the country has not created a policy that stipulates the minimum proficiency level for teachers of English at primary level. Various studies reported that most English teachers at primary level are those who have no background in pre-service English education and are limited users of English. Therefore it is still needed to find out the real experience of good practices from a successful English teacher in TEYL field from a different scope of the study. Elaborating further on that aim, the study seeks to: (1) report how teachers design teaching English to young learners at SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung and (2) Identify the teachers' practice of teaching English to young learners deal with classroom techniques that are used in TEYL classrooms, media of teaching and other material supporting the classroom activities.

From many scholars who put their heed on investigating the good practices of TEYL which may contribute to the development of TEYL such as Musthafa (2010) investigated the essential requirement of TEYL in order to create effective English teaching. He stated that the English for young learners should know well who young learners are, how they learn language, especially English as a foreign language and how the teachers' facilities young learners learn English. Hence, Saddia (2010) focused on the implementation of TEYL and found that the background knowledge of the English teachers affected the quality of their teaching process instead of various media, instructional materials, assessments and sufficient facilities.

Putra (2012) focused on language learning environment and revealed the awareness of the English teacher about the importance of providing positive language teaching and learning environment lead the success of English teaching practices. Here the finding of the research aimed at providing beneficial contributions for the theoretical needs and current practical challenges dealing with good practices of teaching English to young learners. Theoretically it is expected to broaden and provide new point of view into existing theories about the teaching English to the young learners. It is also aimed at providing a better understanding of teaching English to the young learners and other researchers who are interested at conducting research on teaching English to young learners. Next the result of the study for the English teachers are expected to be an enlightening notion in their teaching practices in order to provide effective English teaching practices. Then for other researchers, the findings can be valuable resources for a broader understanding for the issues in conducting research related to the teaching to the young learners.

## 2. REVIEW OF RELATED LITERATURE
### 2.1. Teaching English to Young Learners (TEYL)
Teaching English to young learners (TEYL) refers to a more specialized area of teaching English which deals with young learners. Pinter (2011) divides young learners into three groups. The first is children who start pre-school at about the age of three, the second is the group of children who start primary school at around the age of 5-7 and

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finish primary school 11 or 12, although in some countries it happens at around the age of 13 or 14. Cameron (2001) defines young learners as "those between five and twelve years of age". Scott and Ytreberg (1990) understand young learners as "pupils between five and ten or eleven years old". Cameron (2001, p.12) added that it was thought until quite recently that by the age of 5, first language acquisition was largely complete.

The important thing in discussing the concept of teaching English to young learner is about *age*. Age in teaching English to young learner concept plays crucial role concerning in what we teach and how we teach our young learners in the classroom. Young learner has special differences from adolescents and adults in terms of language learning needs, language competence emphasize and cognitive skill addressed. Therefore, understanding the concepts, principles, ideas and strategies in teaching English to young learner is very urgently needed for effective and joyful language learning in the classroom.

Good practice of TEYL deal with the capability of the English teachers to provide effective teaching and learning process for young learners. Jones (2004) and Public School of North Carolina (2006) mention that the English teaching practices considered as effective if the English teacher is able to: (1) provide good planning, (2) use various kinds of materials, activities and assessment, (3) provide positive climate for students to develop their languages, (4) use meaningful teaching techniques based on real context to encourage students participation and (5) build good relationship with the students. As a result of providing good practices is the students are encouraged and they focused on their work.

## 2.2. Implementation of TEYL

Teaching is a combination of art and science. As teachers mature and gain experience and confidence in the classroom, they develop an intuition about teaching. Experienced teachers integrate "best practices" into their own individual teaching style. Indeed, the art of teaching is the capacity to blend ones personality into these successful teaching practices to create a unique but effective approach to teaching (Hoopingarner, 2009, p.2). The  question is how to make the best practices of teaching. Hoopingarner (2009, p.2) explained that the term "best practices" refers to the aspects of teaching that are under a teacher's control, including the classroom environment, classroom procedures, classroom materials, and behavior in the classroom (that of the teacher *and* the student, which the teacher influences through rules and directions).So teacher and learner play crucial effect in the process of English language teaching and learning. The use of appropriate approaches, strategies and methods are also very urgent to be considered by English teachers as important aspect especially teachers of young learners. In short the implementation of TEYL involves three aspects i.e. (a) teaching preparation, (b) teaching process in the classroom practices and  (c) students assessment.

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### a. Teaching Preparation

There are many things should be prepared well before teaching process done. Hoopingarner (2009, p.5) said that Successful instruction does not happen spontaneously, by accident, or as a product of the teacher's engaging and bubbly personality. Teaching effective lessons are carefully planned and deliberately executed. Churchill (1961) said, "He who fails to plan is planning to fail." That is especially true in language teaching. If the teachers do not have a clear plan, their lessons will lack direction and purpose, and their students will sense that something is wrong. Hoopingarner (2007) said in teaching preparation there are three things which should be prepared: (1) designing lesson plan carefully based on the students needs, (2) preparing the material, and (3) preparing media for the English teaching practices. Teaching preparation is the starting point to provide effective practices of TEYL. Good preparation of English teaching practice leads to successful, both for the teacher in teaching process and for the students in learning English. Therefore the English teacher should prepare seriously and carefully before he /she enters the classroom to teach the students.

### b. Teaching Process

The most important is the process of teaching itself. Here the teacher should give opportunities to the students learn easier. Next the teacher should provide the lesson systematically, for instance, what kinds of language focus has to teach them based on their needs and interest. Finally the teacher should motivate students to be active in learning process that helps them to develop their skill in English. The importance of bringing those three elements into teaching practice is giving a chance for the students to rehearse their English, helping them to switch language they have been studying into language which they can use instinctively without having to think about it, helping them enjoy the lesson, helping the students and the teachers know the progress of the teaching learning process and providing positive motivational effect on students to learn better.

In order to enrich children language, there are some activities that help them explore and practice English. They are using storytelling and retelling, using puppets as part of a listening activity and an interactive activity, describing unseen objects, motivating activities to make them talk, language based games, and making regular assessment to see the students' progress. It is also important for the young learners to do physical activities like singing songs, dancing, playing drama. Therefore the English teacher can choose the most appropriate activities according to the topic that they discuss. The creativities of the teachers are important to make the class enjoy in learning English. They can be in the form of preparing many appropriate media, many methods, appropriate materials, and appropriate assessments.

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### d.  Language Learning Environment

Educators have to be able to create a supporting learning environment that makes young learners be a part of the learning community members. Creating a supportive language learning environment can be done by establishing a welcoming early learning environment, as well as encouraging children to play and maximize that English exposure when teaching young learners. When young learners cannot understand what the teacher says, the English teacher can use supplement verbal communication, use objects and pictures, repeat the same idea or instruction, check their comprehension, tell a story rather than ask them to read a storybook, and choose interesting books that use simply language.

The form of a positive language learning environment that is presented by dynamic classroom management and atmosphere for young learners make them feel secured and comfortable in learning. The effectiveness of English teaching practices are also determined by language learning environment. They can be encouraged to become independent and adventurous in the learning language. The physical surroundings also should be pleasant and familiar by decorating the wall using posters, pictures etc. Arrangement of the desks is also important in the classroom management. It is possible to arrange the desks different way for different lessons. Grouping the children is important to keep in mind that not all children take to pair and group work at once. Creating classroom language is very helpful for the students' progress in learning English (Scott & Ytreberg, 2001).

### 2.3. Teachers Design, Role of Teacher in Design, and Model Design

Teachers Design Teaching can be explained into some points. First the Definition, the teacher role, and the model of design. The definition of instructional design is the practice of systematically designing, developing and delivering instructional products and experiences, both digital and physical, in a consistent and reliable fashion towards an efficient, effective, appealing, engaging and inspiring acquisition of knowledge. Wijayani (2017, p. 21) said Instructional design is a development of learning system and its implementation included instrument and procedure to increase the learning quality. Sanjaya (2017, p.22) said instructional design isa systematic process to solve learning problem through process  of planning instruments of learning and its activities should be done, the planning of sources of study that is used and the planning of evaluation success of study. In short Instructional design is a systematic process to reach the target of study. Based on the government rules number 77 year 2008 (Wijayani, 2017, p.29) said that teacher is a professional educator who has the main function to educate, to teach, to guide, to point, to train, to score and to evaluate the students in the pre-education age on the formal education, elementary education and junior high school.

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There are many kinds of model design of teaching. Here the researcher gives some models that usually used by many schools in the world. In a brief explanation can be drawn below:

### a. Model Design of Teaching ASSURE

This design has some steps: *Analyze learner*, *State objectives* (an objective is a statement of what will be achieved, not how it will be achieved), *Select methods, media, and material*, *Utilities media and materials*, *Require learners participation*, and *Evaluate and revise* (Widayati, 2017, p.39). This is the familiar model design that used in teaching learning process and formulated as class oriented (Callison 2002; Sezer, B., Karaoglan, & Yilmaz, 2013).

### b. Model Design of Teaching ADDIE

This design has some steps: Analyze, Design, Develop, Implement, and Evaluate (Widayati, 2017, p.42-43; Aldoobie, 2015).

### c. Model Design of Teaching Dick and Carey

This design has some steps: Identify Instructional Goal(s), Conduct Instructional Analysis, Analyze Learners and Contexts, Write Performance Objectives, Develop Assessment Instruments, Develop Instructional Strategy, Develop and Select Instructional Materials, Design and Conduct Formative Evaluation of Instruction, Revise Instruction, Design and Conduct Summative Evaluation (Widayati, 2017, p.47-48; Dick and Carey, 2001).

Model Design of teaching as a human thinking of course has many variations. This is because each teacher has his/ her experience in handles students with their problems. Sometimes one model design of teaching is good to be implemented in certain class but it does not work with other classes. Therefore the teachers should be creative to make and to improve an appropriate models of teaching. However all of the models of teaching actually have one goal that is planning and creating the teaching learning process run more systematic, more effective and achieve the objective of study.

## 3. METHODS

The descriptive research with qualitative approach is considered to be an appropriate design to this research because the researcher wants to gain the holistic and deep understanding about what practices that make teaching English to young learners effective based on the experience of successful English teacher to young learners. It is in line with Gay's (1992, p. 13) statement that one common type of descriptive research involves assessing attitudes of opinions to ward individuals, organization, events, or procedures. The researcher gives detail descriptions and analyzes the good practices of TEYL, then draws conclusions from the data and gets deep understanding about good practices of TEYL. To strengthening the research design the researcher used

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ethnography approach; it is a qualitative design in which the researcher describes and interprets the shared and learned patterns of values, behaviors, beliefs, and language of a culture-sharing group (Harris as cited in John W Cresswell, 2007). The fifth grade English teachers of SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung are the subjects of the study.

The setting is the implementation of TEYL in SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung.  Those schools have special treatment of TEYL compared with other elementary schools. Those schools provide some special programs to get  better achievements for the students, such *as Olympic Club and Bright Skill Day (Apel Pagi).*

According to Bogdan and Taylor, research instrument a defined as a procedure research that collects descriptive data containing words and written words of the respondents (Moleong, 2000, p.3). here the data collected by conducting, observation, interview and documentations.The researcher took notes and recorded the data with photography, audiotape and studied it currently or later. Then the researcher used field notes to visualize what was observed and experienced during the data collection. The researcher asked truly open ended questions with the research subject. First, the researcher interviewed the English teacher's opinions related to the implementation of teaching English to young learners. The implementation was included his teaching preparation, teaching process, and students' assessments. Second, the researcher interviewed the teacher dealing with creating positive language environment. In supporting the data, the researcher also made interview with the principals,  a senior teacher, and the fifth grade. Arikunto (2006, p. 231) said that  documentation method is searching for the data deal with things or variables in the form of notes, trancripts, books, newspapers, magazines, scripts, meeting notulen, agenda etc. Here the documents used to gain the good practices of TEYL are lesson plan, textbooks, progress reports, teachers work activities, etc.

The researcher used the steps of data analysis to analyze the data. *Step 1*. The researcher prepared and organized the data from the observations, documentations, and the interviews from the research subject through transcribing interviews, and writing the field notes then read all of the data*.  Step 2*. The researcher made an interpretation of the data and presented it descriptively. When all of those steps were done in *step 3,* the researcher made a tentative summary of the analysis providing necessary information based on the research questions.  Then the summary was written based on the data analysis from the interview, observation, and document sources. To check the trustworthiness of the data, the researcher used sources triangulation. It refers to instruments of data collection which was used by the researcher. The researcher used field notes, video or tape recorder, phone cellular documentation and interview to answer the research questions.

## 4. FINDINGS

### 4.1. 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. Here the researcher just focuses on the implementation of English language in the English lesson.

**The Teachers Design of TEYL**

The good design and practices in TEYL are divided into five points: (a) good preparation, (b) providing various kinds activities, (c) involving the students actively, (d) using various kinds of assessment,  and (e) creating positive language learning environment.

**The English Teaching Preparation**

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.

**Lesson Plan**

Therefore there are also two kinds of lesson plans. 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 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.

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

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

Based on the appendix 14, p. 171-174, 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.

**Materials**

In the first semester, SDI Qurota'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*.

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*. This book is special because made by the English teachers at Ngunut distric themselves. So the book is supposed more applicable and fit with the students condition in that area.

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 applicative technology such as how to run the computer, laptop, wireless TV, LCD projector etc. Next the teachers should be able to master some aplication such as how to use *Google, YouTube*, media social ect. to support the teaching learning program. Technology helps the teacher in many ways. For example many English videos can be downloaded easily from *YouTube*. So it is more practice and interestingthe students to the material of the course book.

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. It was published by *Teacher Training and Education Development Institute* (T2EDI) in 2018.

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Cambridge Curriculum has been selected as the main sources of material based on some considerations:

- the books use 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.
- The materials consist of several more complicated items i.e. pronunciation differently, narrative poems, using abbreviations, idiomatic phrases, figurative language etc.
- There are some competitions held by *Teacher Training and Education Development Institute* (T2EDI) and schools which use Cambridge curriculum of all arround East Java as a media to evaluate and understand how far the students skill in mastering the materials.

In the *ENGLISH WORKBOOK GRADE 5-1* contents of 26 items that are relevant to the students level and needs. Where in general the book "*ENGLISH WORKBOOK GRADE 5-1*" focused on two items below:

- the first items are phonics, spelling, vocabulary, grammar and punctuation.
- the second items 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. The materials of *English 2* are one step higher than the materials of *English 1* (National Curriculum). 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".

**Media**

There are many kinds of media such as: audio visual (TV), audio (speaker, Tape/ radio, etc), two dimensions (pictures), three dimensions/ real object, LCD projector and screen etc. Based on the observation, SDI Qurotaa'yun provided many teaching media above in supporting the teaching and learning process such as wireless TV, WIFI internet, speaker active, laptop, etc. 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.

**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. Based on the research finding in SDI Qurotaa'yun, 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 (a *tik-tok* video project), discussion, dialog conversation, group presentation etc.
4. Outdoor activities such as *Pondok Romadhan, study tour*, Camping in Scout Program, visiting certain place etc.

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.

**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.

**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'

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progress while learning English and their target study. Based on the research finding the teacher already put in practice some of assessment such as;
a. written test. Written test such as giving assignment while in the process, test at the end of the chapter and summative assessment.
b. non written test.

- observing students' progress in the learning process, asking the students about the topic directly, giving feedback. 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.
- 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.
- 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.

**Positive Language Learning Environment**
Based on the research findings, SDI Qurotaa'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.

Mrs. Tri Wahyuni and Mrs. Khusnul as the English teachers have a good personality in supporting positive language learning environment. They are able to built 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.

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.

## The Implementation of TEYL

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 meetings from Aprl 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.

## 4.2. MI Al Azhaar Bandung

Teacher and learner play crucial effect in the process of English language teaching and learning. Hoopingarner (2009, p.2) explained that the term "best practices" refers to the aspects of teaching that are under a teacher's control, including the classroom environment, classroom procedures, classroom materials, and behavior in the classroom (that of the teacher *and* the student, which the teacher influences through rules and directions). Here deal with the system, MI Al Azhaar Bandung 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).

## The Teachers Design of TEYL

Good practice of TEYL deal with the capability of the English teachers to provide effective teaching and learning process for young learners (ISLA, 2006; Hofkins, 2007; Shin, 2007). Jones (2004) and Public School of North Carolina (2006) mention that the English teaching practices considered as effective if the English teacher is able to: (1) good preparation, (2) providing various kinds activities, (3) involving the students actively, (4) using various kinds of assessment, and (5) creating positive

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language learning environment. The findings of the data related to the good design and practices in TEYL at MI Al Azhaar Bandung are divided into five points below:

**The English Teaching Preparation  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 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.
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.

**Materials**
In the first semester MI Al Azhaar used *BAHASA INGGRIS UNTUK MADRASAH INTIDAIYAH* published by *Arjuna Press* that consists of five topics.
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.
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.
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 fell boring with the material on the course book.

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 FACIFIC*.

In the first semester and the second semester that books consist of 6 topics. 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.

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.

**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.

Based on 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. 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.
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**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.

**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

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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.

## 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.

## Positive Language Learning Environment

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

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.

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**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 Ingggris*", 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. 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 postactivities*. *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.

**5. DISCUSSION**

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

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process with relevant theories and previous research findings. It concerns with pre-activities, whilst-activities and post-activities in the teaching learning process. The data are taken in the first meeting at SDI Qurotaa'yun on Tuesday, 16 Aprl 2019 and at MI Al Azhaar onTuesday, 14 May 2019.

| NO | INDICATORS | Cambridge CC | | 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

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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.

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.

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 |

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*5.3 Table observation of various teaching activities*

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.

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.

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'

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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.

**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.

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. 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.

## 6. CONCLUSSIONS

In summary, this study finds that the English teacher prepared well the administration of teaching before implementing English teaching. The preparation included designing lesson plan, teaching material and teaching media.  The implementation of TEYL fulfilled the characteristics' of the effective teaching on TEYL. This included the various activities in teaching learning process such as role playing, presenting news, making drama / dialog, singing and dancing, and watching videos/ movies. Then the teacher also involving the students in every activity in the class when in the beginning of the lesson, in whirls –activities and in the post-activities, even when out of the class.  Almost all of  kinds assessments already used by the teachers such as:  teacher observation of writing, one by one questioning, teacher-led wholeclass question answer, quick testing technique, one by one redrafting, peer review with teacher observing, self assessment, students oral presentation, formal diagnostic assessment, whole –class interaction, and end of year assessment. Then the teachers also giving assignment in the teaching and learning process, giving corrective feedback, test in the end of chapter.  In addition, The positive language learning environment was provided for the students. Both schools provided sufficient facilities to support positive language learning environment, such as LCD projector, speaker active, internet WIFI connection, comfortable classrooms, and wireless TV. The English teachers also supported the positive language learning environment by having good personalities as the English teacher to young learners.

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