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# AN ANALYSIS OF TEACHERS' PEDAGOGICAL COMPETENCE IN TEACHING ENGLISH FOR YOUNG LEARNERS AT NARA ISLAMIC SCHOOL CIREBON

A THESIS

Submitted to English Language Teaching Department  
*Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic  
Institute Cirebon in Partial Fulfillment of the Requirements of  
Undergraduate Degree



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2016



## ABSTRACT

Wiwi Rif'atul Qodriyah. 14121310371. *An Analysis of Teachers' Pedagogical Competence in Teaching English for Young Learners at Nara Islamic School Cirebon.*

This research aims to analyze the teachers' pedagogical competence which concerns more on how the teachers able to manage the classroom and use the instructional media in teaching English for young learners. Being a teacher is not as easy as the people think, because "the teachers play an important role in what they do, and how they do in developing their own professional knowledge and practice" (Loughran, 2006, as cited in Livia, 2010: 1). They also need to have teaching skills or pedagogical competence (Hotaman, 2010). Therefore, this research focuses on the teachers' pedagogical competence which consists of classroom management and the use of instructional media.

This study is intended to: 1) describe how teachers of Nara Islamic School Cirebon manage young learner classroom, 2) describe how teachers of Nara Islamic School Cirebon use instructional media in teaching English for young learners. Therefore, this study that is conducted in Nara Islamic School Cirebon is the qualitative research because according to Dawson (2007: 15-16), qualitative research explores attitudes, behaviour and experience through such methods as interviews or focus groups. The data of this research are collected from the observation and interview which strengthens the data.

This study shows that the teacher does various actions to manage the classroom which is the English young learner classroom. Those various actions are conducted by the teacher to manage several things, such as classroom layout, classroom interaction, roles of the teacher, classroom language, error correction, and dealing with diversity. In addition, Harmer (2007) says that there are eight instructional media. Those are the students themselves, realia, pictures, coursebook, boards, overhead projector (OHP), flipchart, and computer-based presentation technology. The teacher in this present study concerns to only three interactions proposed by Hadfield & Hadfield (2008). Those are teacher to students (60%), teacher to students and student (s) to teacher (37%), and student to student interaction (3%).

**Key words:** EYL classroom, pedagogical competence, classroom management, instructional media



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## RATIFICATION

This thesis which entitled “*An Analysis of Teachers’ Pedagogical Competence in Teaching English for Young Learners at Nara Islamic School Cirebon*” written by Wiwi Rif’atul Qodriyah student number 14121310371 has been examined on 11<sup>th</sup> August 2016. It has been accepted by the board examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati State Islamic Institute Cirebon*.

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## CHAPTER I INTRODUCTION

This chapter introduces the nature of present study and theoretical foundation of the research. It begins with research background, research formulations, aims of the research, the usefulness of research, significance of research, theoretical foundation, research method, and literature review.

### 1.1 Research Background

Being a teacher is not as easy as the people think, because “the teachers play an important role in what they do, and how they do in developing their own professional knowledge and practice” (Loughran, 2006, as cited in Livia, 2010: 1). They become the models for their students. Thus, the teacher’s attitude and behavior would most likely be imitated by their students in the class. In the other words, a teacher also carries a big responsibility in her classroom. One reason is that the teachers are people who are very influential in teaching-learning process. Everything they say would have an impact on their students. If the teacher feels happy or angry, it would be spread among students because their attitude would get contagious for students. Therefore, teachers should really bring their students to the objectives to be achieved because all students depend on them.

People believe that teachers actually have in-depth knowledge and skills in a particular field of science. However, the knowledge and skills are not enough to make them able to teach well (Turnuklu & Yesildere, 2007). They also need to have teaching skills or pedagogical competence (Hotaman, 2010). Moreover, Indonesian Government Regulation No. 74, 2008 on Teachers defines that teachers' pedagogical competence is the ability of teachers in learning management of the learners. Pedagogical competence is a specific competence that distinguishes teachers from other professions (Jahriansyah et.al., 2013; Retnowati, 2013) which demonstrates the ability of teachers to organize learning material so it can be easily understood by the learners (Rosnita, 2011). Therefore, this study aims to analyze teachers’ pedagogical competence in teaching English for young learners at Nara Islamic School Cirebon.



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Having a good teacher is absolutely demanded by the students themselves, because good teachers can help them to develop and encourage good language learning, and raise their interest in learning. A good teacher should have an adequate teaching knowledge and skills; they also should master the subject matter that would be taught to their students well. So, if the teachers can give their students a very good impact especially in language teaching, it can help for developing students' comprehension in learning.

Additionally, a good teacher is the most determinant of the students' achievement in the classroom (Hayes, 2003: 54). So, the achievement of the students is seen from how the teachers master all the abilities of teaching. Then, having basic skills is one of the most essential aspects for becoming good teachers. It can help them to develop and elaborate the courses and methods explicitly. Besides that, the teachers are required to be more progressive than students and they should also have more knowledge about things that would be explained by the teachers to their students (Livia, 2010: 1).

The teacher may be called as a competent teacher if they have a good competence and performance. It is because of both of them are two important factors EFL teachers needed to conducting successful classroom instructions (Brown, 2001). Therefore, the study of teachers 'competence and performance in language teaching has become an important aspect of effective teaching in every school.

Furthermore, a competent teacher should be able to facilitate learning well and liked by their students too. Frymier and Thomson (1992) argued that an effective teaching must be supported by competence and liked by the students. Paul and Caseau (2004) laid two dimensions (competence and character) in the concept of credibility. The first dimension, competence refers to content knowledge (knowledge of the subject lessons and its organization structure) which owned by a teacher or coach. So, competent teachers are teachers who understand the subject lessons deeply, know how to teach it in front of students and so on.

Meanwhile, the second dimension, the character refers to the extent to which the teachers can be trusted by their students. It included some aspects like honest, fair, reliable, responsive, sincere, and consistent in the values and





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behavior. Sometimes we think that second dimension or character is only necessary in the younger age classes, such as kindergarten or elementary school. As we often hear, children usually love their teacher because of he or she is kind even though they does not necessarily have the qualified content knowledge. However, in fact, in the higher classes also assess their lecturers from the aspect of character. Thus, it should be emphasized that the teachers' pedagogical competence in this study becomes one of essential aspects of effective teaching in every school especially at Nara Islamic School Cirebon.

On the other hand, a competent teacher of EYL should bear in mind how young learners learn. Young learners of kindergarten age, for instance, have short attention span, need physical movement, and are sensitive. Therefore, methods of teaching should accommodate these characteristics. For example, they should have short and varied activities, games and songs, as well as free feeling from anxiety (Klein, 2005: 41-45). Meanwhile, in assessing young learners, it is important not to give score; instead, it is formative assessment that would give positive impact on children (Rixon, 1992: 73-79).

Hence, to be an English Young Learner (EYL) teacher is not as easy as a common English teacher. There are some criteria and characteristics that should be owned by EYL teacher, namely: 1) the sufficient and adequate English language capability that must be constantly developed; 2) a variety of teaching and assessing skills, and also the ability to manage EYL classroom; 3) personal qualities of effective teachers such as patient, kind, humorous, creative and high-spirited; 4) professional attitude that continually developed and can engage in various activities; 5) the openness to ask, learn, improve, and try out new things based on their students. Meanwhile, other characteristics of EYL teacher are friendly and fun for students, have a high spirit and creative, should be able to become a raconteur, humorous, and use a simple language while teaching English in EYL classroom.

There have been some relevant studies in the area of teacher professional development (TPD). The following sections elaborate the studies on first study is about EYL teachers' academic background and their teaching performance (Alvianita, 2013). The second is about the competence of primary school English



teachers in Indonesia (Sikki, Rahman, Hamra, and Noni, 2013), and the last is about EYL teachers' competence and performance (Defianty and Nafisah, 2008). From those researched, there is one of an interesting context and important to be analyzed which has not been researched yet. Therefore, in this study, the researcher only focuses on investigating teachers' pedagogical competence in teaching English for young learners.

## 1.2 Research Formulation

Research formulation in this study also includes the identification of phenomenon, the limitation of the research, and question of the research.

### 1.2.1 The Identification of Phenomenon

The identification of phenomenon is needed for giving clasification about the problem that would be investigated. Based on the explanation above, the researcher arranged the identification of problem, those are:

#### 1.2.1.1 The Field of the Research

The field of the research is teacher profesional development (TPD), exactly discuss about teachers' pedagogical competence in teaching English for young learners at Nara Islamic School Cirebon.

#### 1.2.1.2 The Main Phenomenon

The main phenomenon of this research is analyzing the teachers' pedagogical competence in teaching English for young learners. Considering English is a foreign language in our country, the role of teachers in teaching young learners is very important. First, they would become a model for the students. Second and most important, they are in a position to design instruction. Hence, teachers for young learners should be able to provide learning which is able to accommodate the characteristics and needs of students.

According to Mustafa (2010: 120-125) there are five requirements that should be fulfilled by teaches for young learners, they are as follow:

- 1) Teachers of young learners should know who children are.



- 2) Teachers of young learners should know how children learn.
- 3) Teachers of young learners should know how children learn language.
- 4) Teachers of young learners should know how children learn foreign language.
- 5) Teachers of young learners should be able to facilitate students' learning.

In the other hand, teachers not only should be familiar with the approach and the method of teaching young learners, but also with the techniques commonly employed in teaching young learners. According to Harmer (2002: 73) stories telling, games and song are three activities that are suitable young language learners.

From those phenomenon, the researcher is interested in analyzing teachers' pedagogical competence in teaching English for young learners especially about their abilities in managing young learner classroom, and using the instructional media in teaching English for young learners.

### 1.2.2 The Limitation of the Research

Based on the identification above, the researcher intends to explore the area of teachers' pedagogical competence which is pressured on teaching English for young learner especially when they manage young learner classroom and use instructional media in teaching English for young learners. According to Mulyasa (2007), pedagogical competence is the ability to manage the learning of learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential. It means that pedagogical competence is so wide because there are many aspects inside it. The researcher limits the research area only in two aspects of pedagogical competence namely classroom management and the use of instructional media in teaching English for young learners. The reason is because according to Richard (2001: 209) the number one ability that the teacher must master is classroom techniques that consist of how the teachers manage classroom and use instructional media. Therefore, this research does not focus on all aspects of pedagogical competence, instead it only focuses on two aspects.



There are some phenomena found in foreign language teaching especially in Teaching English for Young Learner (TEYL). For example, in Indonesia, after finishing the teacher education, new teacher have to develop their teaching skills in the real classroom in accordance with their academic background.

Unfortunately, many teachers in Indonesia teach the subject which is not linear to their academic background. Relating to the fact that only few EYL teachers have English teaching background, this situation raises a question on whether the existing EYL teachers are competent to teach young learners or not. Even if they can perform well, i.e. they can speak English; do they have adequate knowledge to understand the nature of young learners and to facilitate them to learn the language? Departing from this point, this study aims to analyse teachers' pedagogical competence in teaching English for young learners, more specifically those who teach EYL in Nara Islamic School Cirebon.

### 1.2.3 Question of the Research

The researcher formulates the research in two questions, namely:

- 1) How do the teachers able to manage young learner classroom?
- 2) How do the teachers use instructional media in teaching English for young learners?

### 1.3 Aims of Research

In accordance with those real problems above, the aims of this research as follows:

- 1) To describe how teachers of Nara Islamic School Cirebon able to manage young learner classroom.
- 2) To describe how teachers of Nara Islamic School Cirebon use instructional media in teaching English for young learners.

### 1.4 Usefulness of Research

There are several usefulness of this study which can be useful for teachers and readers. For teachers, this study provides some information on how to be a good teacher in teaching English for young learners especially in aspect of pedagogical competence. For readers, this study is expected to provide more





information on how to manage young learner classroom well and how to appropriately use instructional media in order to explore the reader's ability in teaching English for young learners.

## 1.5 Significance of Research

Theoretically, every research should be able to useful in spreading knowledge for many readers. The result of the research should provide the clear ideas on how the teachers are able to manage young learner classroom, and how they use instructional media in teaching English for young learners. Furthermore, this research intended to give theoretical information about EYL teachers' pedagogical competence. Practically, the researcher hopes that this research can contribute to a wider understanding of the implementation of teaching performance by teachers who decide to work on a field which is different from their existing academic background. In addition, it also hopes that this study can help the readers to obtain more understanding on teachers' pedagogical competence especially for who wants to teach English for young learners in bilingual school. Therefore, this study becomes an essential thing that can be learned appropriately in order that the teachers can improve their awareness in teaching or educating their students of EYL classroom.

## 1.6 Theoretical Foundation

In this part, the researcher presents the general theory of teacher's competence, pedagogical competence, the nature of teaching, teaching English for young learners (TEYL), young learners and their general characteristics, classroom management and teacher, general concept of the media, types of instructional media and the use of media in TEYL, which are considered to be a valid basis and expected to strengthen the research findings and data analysis.

### 1.6.1 Competence

Competence can be defined as knowledge, skills and abilities that are controlled by someone who has been a part of himself so that he can perform



cognitive, effective and psychomotor behaviors as well as possible. According to Usman (1994), the competence is "the one thing that describes a person's qualifications or ability both qualitatively and quantitatively". This notion implies that the competence can be used in two contexts, namely: firstly, as an indicator of ability that shows the acts observed; secondly, as a concept that includes aspects of cognitive, effective and acts as well as the stages of implementation as a whole.

In the other hand, competence is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation. Underlying characteristics means the competency is a fairly deep and enduring part of a person's personality and can predict behavior in a wide variety of situations and tasks. Causally related means that a competency causes or predict behavior and performance. Criterion referenced means that the competency actually predicts who does something well or poorly, as measured on a specific criterion or standard (Spencer and Spencer, 1993:9).

From discussion above, it can be conclude that the competence refers to the ability to implement something that is acquired through education. Competence refers to the performance of teachers and act rationally to meet certain specifications in carrying out educational tasks. It is said to be rational because competence has direction and purpose, while performance is the behavior of a real person who is observed by others.

According to Gordon, as quoted by E. Mulyasa (2007: 38), that there are six aspects or domains contained in the concept of competence, namely as follows:

- 1) Knowledge, is an awareness in cognitive field, for example a teacher knows how to identify learning needs, and how to perform the learning of the students according to their needs.
- 2) Comprehension (understanding), is the depth of cognitive and affective owned by individuals, for example, a teacher who would carry out the study must have a good understanding of the characteristics and circumstances of learners.



- 3) Ability (skill), is something that is owned by an individual to perform a task or job assigned to him, such as the ability of teachers to choose and create simple props to provide ease of learning to learners.
- 4) Values, is a standard of behavior that has been believed and psychologically been fused in a person, for example, the standard behavior of teachers in learning (honesty, openness, democratic, and others).
- 5) Attitude, is feeling (happy, unhappy, likes, dislikes) or a reaction to a stimulus that comes from outside, a reaction to the economic crisis, the feeling of the salary increase, and others.
- 6) Interest, is the tendency of a person to perform an act, such as interests to do something or to learn something.

From the six aspects contained in the concept of the competence above, if it explored deeply include four areas of competence that is essential for a teacher namely pedagogical competence, personal competence, social competence, and professional competence. These four types of these competencies should be controlled fully by the teacher.

Awareness of the competencies demanded a heavy responsibility for the teachers themselves. They must have the courage to face the challenges of the task and the environment, which would affect the development of his personality. It means they also must have the courage to change and improve themselves in accordance with the demands of the times.

#### 1.6.1.1 Pedagogical Competence

Competence is the ability of a person to exercise or perform a job or task that is based on skills, knowledge and attitudes supported by work in accordance with the demands of the job. According to Spencer (1993) that, competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in the workplace or at certain situations. The



concept that taking about one's competence required in the learning management called the pedagogical competence.

Pedagogical Competence is one type of competencies that absolutely need to be mastered by teachers. Basically, pedagogical competence is the ability of teachers to manage the education of students. Pedagogical competence refers to skills of teachers to deal with three aspects of teaching skills, namely lesson planning, implementing teaching and learning process, and assessing students' learning. According to Susilo (2011: 115), pedagogical competence is the ability of teachers to manage the education of students, include: setting up the learning device, implementing the learning, and evaluation. In this study, the researcher only focus on one aspect of pedagogical competences namely the ability of teachers to implement the learning process that consists of how the teachers manage classroom and use instructional media.

### 1.6.2 The Nature of Teaching

There are so many meanings of teaching in any books. However, the researcher just choses three of them define teaching. According to Whitebeard (2000: 2) teaching is one of the most pervasive of human enterprises, encompassing as it does any activities designe to facilitate learning. He is also said good teaching is not simply a matter of learning which appropriate ways to act in order to gets thing done. It means that teacahing is not easy way in delivering without any appropriate facilitation.

#### 1.6.2.1 Teaching English for Young Learners

Teaching English for young learners is different to adults. Young learners learn English with fun way. What is that means? Because of have to learn English in young age, young learners are easily to get bored and feel difficult if the material is too hard. That is why we as teachers have to make the classroom condition more alive and fun to achieve the goal. The English teachers are not only able to teach well, but also know the things which are related to teach English for young learners. There are three parts that I would explain, which are,





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the importance of learning English, classification of young learners, and how to teach English for young learners.

Before we are going to how to teach English for young learners, maybe you feel curious why they have to learn English in young age? There are three important reasons why they have to learn English, which are, English as international language, prepare them to be bilingual people, and open up their opportunities to be employable. The most important one is English is international language. English is use to communicate with other people from other countries. So, they do not have to learn every language of all the countries have. English is common language that foreigner speak.

Another important reason is we prepared them to be bilingual people. It is important to prepare them in young age to form them ready for the future. Despite sometimes English is difficult to learn. The least important reason is the United States is a leader in technology and economic development. If they can speak English it would open up their opportunities to be international people and employable in every country in the world, not only in the United States. In the United States, English speakers earn more money than non-English speakers. Thus, English would increase their standard of living.

Now, after we know why English is important, the next is who are young learners. We classify young learners by ages or grade levels, because every one year difference or grade level makes a big difference in learning something. There are three class of young learners, which are very young learners (age 3-6 years old), young learners (7-9 years old), and older/late young learners (10-12 years old). At age 3-6 or pre-school grade, they learn on listening and speaking courses. The materials are vocabulary items which are familiar objects and no grammar study, because they cannot analyze language, but by language chunks and songs. In this class there is no reading and writing courses, maybe learn about words. In this class just emphasize listening and speaking courses, because the characteristics of very young learners are love talking, but problems in sharing, have short memories (learn slowly and forget easily), and low concentration, but easily excited.



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At young learners which are age 7-9 years old or 1<sup>st</sup> - 3<sup>rd</sup> grade, have the same courses focus with very young learners. The listening and speaking courses is explaining vocabulary item which are familiar and new objects. Still no grammar teaching, but they start to learn through chunks, songs and classroom language. In this class reading and writing is explain. If in the previous class they just learn words, in this class their level is sentences. The characteristics of young learners' class are, love to ask questions, low concentration so wide kinds of activities are needed, and build confidence in expressing themselves. The last class is older/late young learners which are 10-12 years old or 4<sup>th</sup> – 6<sup>th</sup> grade. Their language focuses are all the base of English, which are, listening, speaking, writing, reading, and grammar. In grammar course, they learn using particular facts and examples to make them understand. So, they still learn by concreting with the daily life and some abstracts. Their characteristics are longer attention, learning seriously, developed social and more cooperation.

After we know the classification of young learners, now let us discuss the step of teaching English for young learners. To make class always in fun is important so teachers have to make classroom condition more alive and fun. There are three steps that must be done, which are, language chunks, using media, and topic based activities. The first step is language chunks. Teachers always use the same phrases, such as good morning, open your book. For the first time students do not know the meaning of those phrases. In practicing speaking English, the students need to know phrases which have complete meaning. Teachers not just say it but also give the function of those phrases. For example, say “Good morning” when students meet their friends or teachers in the morning, if in the afternoon they have to say “Good afternoon”, and so forth. Also try to use other phrases and use it in proper condition or action so that students would discover new phrases and understand when to use it. When students collected their tasks to teacher, the teacher said “Thank you”, then the teacher explain when “Thank you” is used. So that when they are given something by someone, they should say “Thank you”.

The next step is using media. We do not communicate through words alone. As I said before, young learners learn English with fun way so that we as



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teachers have to create classroom situations to be more alive and fun. The media make students easier to understand and comprehend the materials, so that, media help the teachers to deliver the materials. Teachers' posture, eye contact, movements, and facial expressions can help students understand more. Do not forget to talk loud enough, clear, easy to understand, and interesting intonation. For example still with the phrase, when we say "Good morning" to friends, we can say it with smiling and waving our hand, and also with cheerful intonation. So, the friends that we are greet, feel that we are happy to meet them and feel cheerful too. Now, give students chance to practice to do it.

Still in media aids, teachers can use pictures and visual media. Use these tools to resemble closer the real world, and to make them to use the language and learn to love it by experience of being able to communicate in another language. The last step is topic based activities. Topic based activities is begin with subjects which are appropriate or relevance and interesting for students. It is designed to make students involve by investigating the topic that chosen and using the language as the main point of teaching English for young learners. The materials are based on students' experience and interesting topic.

As in Hudelson (1991: 258), learners would be more likely to be motivated to use the new language if their attention is focused on a topic or subject that they have an interest in or care about. They can associate many words, situations, and conditions that related to the topic. When they associating the materials, it helps the students to memorizing and knows what content usually discuss in particular topic. For example, the topic is "Wake up", what time usually they wake up, after they wake up what they usually do, and so forth. They can associate many words, situations, and conditions that related to the topic.

Before we start to teach English for young learners, it is better to know the concrete things related to young learners. The key of teaching English for young learners is to always make fun with the class condition and always makes them to get involved with the materials that we are given. There are many ways to make young learners have some fun when learning English. Then, we can be good teachers to help our students to be international people by English. Therefore, learning English is not always with straight and common way. Make students feel



the fun experiences of learning English. When we love enjoy and love something, although is hard, we are still trying to pass it.

### 1.6.3 Young Learner

Young learners are usually considered to be children between six to ten or eleven years of age. Since there are marked differences in the abilities of children aged five and ten, Scott and Ytreberg (1990: 1) suggest dividing young learners into two groups. The first suggested group is from five to seven, and the second group is from eight to ten or eleven. The practical part of this bachelor thesis would focus on the first group of young learners.

#### 1.6.3.1 General Characteristics of Young Learners

Young learners “generally display an enthusiasm for learning and a curiosity about the world around them” (Harmer, 2007: 82). They are imaginative, keen, outspoken and inquisitive. Young learners enjoy repetition of routines and activities and they love to be creative. They are less inhibited than other age groups but their self-control is very poor. Since they have a lot of physical energy, physical movement should be an essential part of their learning (Brendon, 2012). However, these children are not only interested in the physical, but also the tangible. They learn from everything around them and “their understanding comes through eyes and ears and through hands”. Young learners learn by example and the most important role for a teacher is to be their living example (Harmer, 2007: 82-83). These children also have a positive attitude to learning and learning new things is an adventure for them.

Harmer (2007:82) claims that young learners have different characteristics and they learn differently from adolescents, adults and even from older children. Generally, young learners have very limited attention and concentration spans, and therefore, “they can easily get bored” and lose interest. These children are sensitive and dislike criticism. They look for guidance and support, and for this reason, they require individual attention and approval from their teachers. They tend to respond well to praising, and it is very important to praise them for what they do. It is common sense that if children are praised, they are motivated and feel successful





(Scott and Ytreberg, 1990: 3). A child receiving the right sort of support and encouragement become creative, independent and adventurous learners (Harmer, 2007: 82).

Most experts agree that teaching a group of young learners is enormously rewarding, but also demanding. Harmer (2007: 83) highlights that teachers should be able to understand “*how their students think and operate*”. Since young learners have a very keen sense of fairness, teachers should avoid playing favourites and they must treat each student equally (Scott and Ytreberg, 1990: 9). Teachers also need to pay attention to “their students” current interests so that they can use them to motivate the children” (Harmer, 2007: 83).

#### 1.6.3.1.1 Basic Characteristics of Young Learners

There are several basic characteristics of young learners according to Ytreberg (1990: 2), namely:

- 1) Children sometimes have problems to distinguish the real world from the imaginary world. It can be difficult for teachers to cope with it and to understand their perception of reality.
- 2) When working or playing they like to be accompanied with others. Most of them do not like to work alone.
- 3) They use language skills long before they are aware of them.
- 4) They love to play and the learning itself can be effective only in case they are enjoying themselves.
- 5) They learn by mimics, using gestures and body movements. The physical world is very important and dominant at all times.
- 6) They have a very short attention and concentration span.
- 7) They do not always understand the world of adults. The teacher needs to use the instructions in an appropriate way and use the language and phrases so that the children can easily get the message.

#### 1.6.4 Teacher and Classroom Management

Successful teaching often depends on the ability of the teacher to manage the classroom. Frequent occurrence of disciplinary problems in the classroom can

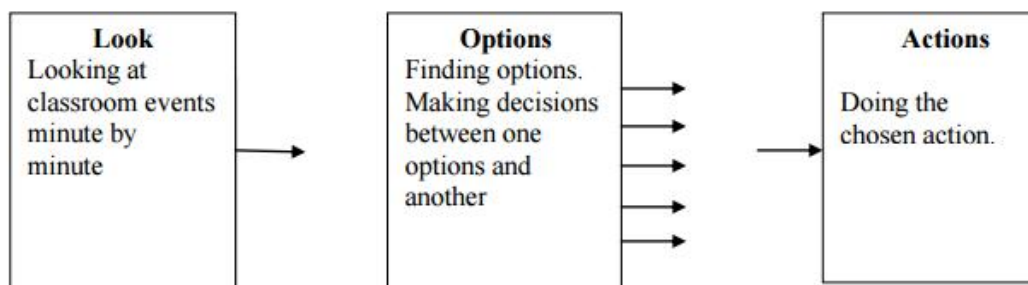


have a considerable affect on the effectiveness of teaching and learning. Teachers are responsible for managing and monitoring student learning. Therefore, losing control of the classroom can be one of the most frustrating experiences for them. This following section would discuss about the teacher's role and classroom management.

#### 1.6.4.1 Teacher's Role

Teachers have an important role in classroom management. This is because of they are responsible for creating well-organized classes in which students can succeed. However, effective classroom environment does not appear out of nowhere. In this case, the teacher must invest a lot of time and effort in creating it.

Scrivener (2005: 79) argues that, teachers are required to have "certain organisational skills and techniques" in managing multitude of tasks and situations that can occur at any time in the classroom. Teachers are also presented as leaders who influence their students, and who need "self-confidence, self-respect, status, and a controlled professional life and classroom environment" (Lemlech, 1999: 14). Scrivener makes a very valid point when he says that "*teachers have to be able to look at and read classroom events as they occur and think of possible options*". After finding these options, there is the time to make suitable decisions and "*turn them into effective and efficient actions*" (Scrivener, 2005: 80).



**Figure 1.** Basic skills of classroom management. This figure illustrates the basic skills of classroom management (Scrivener, 2005: 80).



The development of a quality relationship between teachers and their students, good communication, and keeping children on task are the key components that affect success in classroom management. If teachers are able to run the classroom in an effective way, it helps children to be successful in their learning (Evertson, 2007). Along with these facts, Lemlech notes that, “the key to successful classroom management is preplanning” (1999: 7).

Knowing and understanding the learner is a significant part of developing relationships and teachers who have high-quality relationship with students have fewer discipline problems than teachers who do not. It is essential that teachers find ways of developing relationships with all their students and building a sense of community in the classroom. Gower, Phillips and Walters (2008: 21) emphasise that teachers have to consider the balance between being friendly and maintaining discipline.

#### 1.6.4.2 Classroom Management

According to Richards (1990: 10), classroom management refers to the ways in which student behaviour, movement and interaction during a lesson are organized and controlled by the teacher. Classroom management is connected to a process of organizing and conducting a class that includes time management, students’ involvement, student engagement, and classroom communication. Besides that, classroom management is also defined as the process of creating a democratic community and managing a successful class (Lemlech, 1999: 14). From the definition above, it can be conclude that classroom management is an essential part of the teaching and learning process. It refers to the methods, strategies and skills teachers use to maintain a classroom environment that results in a student’s learning success.

##### 1.6.4.2.1 Classroom Management Areas

There are several classroom management areas which is given by Hadfield & Hadfield (2008) :

- 1) **Classroom Layout:** Classroom layout means that the teacher needs to position all things in the classroom correctly which is suitable with the activities in the classroom. According to



Hadfield & Hadfield (2008, 145-146) also the teacher must manage the classroom layout, such as the desks, chairs, and other items, based on the activities done in the classroom.

They said that there are three kinds of classroom layout; 1-rows which is good to organize group and pair work by getting learners to work with the person next to them or by getting pairs to turn their chairs so they work with the pair behind them, 2-half-circle/horseshoe in which the teacher is the focus of attention but the learners can also interact with each other across the half-circle, and 3-joined desks which is a good layout for classes that do a lot of project work or group work.

- 2) **Classroom Interaction:** According to Hadfield & Hadfield (2008, 146-147) there are six classroom interactions. The first is teacher to students interaction in which the teacher is eliciting, explaining, or giving instruction. The second is teacher to students and students to teacher interaction which is appropriate for learners to interact with the teacher either individually or as a whole class in a 'question and answer' activity or in a drill. The third is half class to half class interaction which is sometimes used for dialogue practice, a team game, or a guessing game.

The fourth is student to class interaction which is usually used after the class has been working in groups and then one learner from each group can report back to the rest of the class. The fifth is student to student interaction which the teacher would have one student interact with another with the rest of the class listening. Then, the last is individual work which lets the learners work individually on writing activities or they may need individual planning time before a speaking activity.

- 3) **Roles of the Teacher:** : According to Hadfield & Hadfield (2008, 148-149) there are two main roles of the teacher in the classroom. The first is as the information giver which consists of explainer, demonstrator, organizer and instruction giver, controller, and route planner. The second is as the facilitator which is as guider, monitor, support system, feedback giver, and counsellor.





- 4) **Classroom Language:** According to Hadfield & Hadfield (2008, 149-150) in the classroom language the teacher needs to pay attention giving instructions and giving feedback.
- 5) **Error Correction:** According to Hadfield & Hadfield (2008, 151-152) there are two error corrections. The first is self correction in which the learner corrects their own mistake. Then, the second one is peer correction in which a student's mistake is corrected by the other students.
- 6) **Dealing with Diversity:** According to Hadfield & Hadfield (2008, 152-156) the teacher needs to pay attention to the different needs, levels, abilities, learning styles, and personalities. There are three ways according to Hadfield & Hadfield (2008) to deal the different needs, levels, and abilities. Those are making sure the teacher provides a range of activities and a balance of skills, involving the learners to aware of their needs and individual differences, and providing some opportunities for autonomous learning where the learners can choose their own tasks.

### 1.6.5 General Concept of the Media

Media is one of the teaching components which should be involved in teaching learning process. It is strongly suggested that the teacher makes teaching medium to help the delivering material in the classroom. By using media during the teaching learning process, hopefully the teacher will be able to motivate the students to learn and understand to the material presents. Media would help to make the condition for the learners to identify or describe someone or something. There are some experts giving their opinions dealing with media. Harmer (2001:134) states that media or teaching aid is used by language teachers to explain language meaning and construction, engage students in topic, orals the basis of a whole activity.

The researcher also added the definition of media as stated by Depdiknas (2004: 13), Using a variety of the media can overcome students' boredom. So, the students will learn enthusiastically, they will enjoy the teaching learning activities and they can understand the lesson easily. In addition, according to Murcia (2001:



461), “*media can serve as an important motivator in the language teaching processes.*”

From the definition above, it can be concluded that the use of media is significant as it would help the students in understanding and learning the lesson. For instance, if teachers want to explain about animal, media like dolls, pictures, and soon might help the students in visualizing the shape of those animals easily.

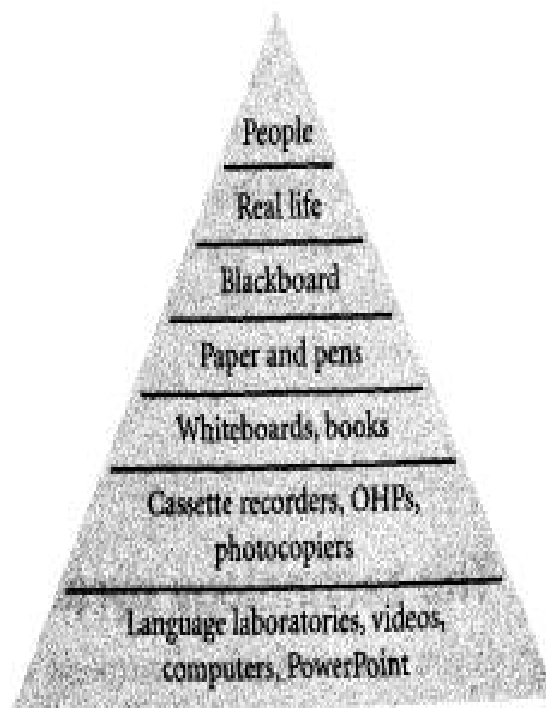
In addition, media have a purpose that is to capture and sustain the students' interest and attention and they can give more impression conveying and explaining information, messages, ideas, etc. However, it will enrich the foreign language teaching if the teacher notices basic things as follow: media should be inexpensive, media should be appropriate with the instructional, media should be appropriate with the material will be taught, media should be appropriate with the learners' characteristics, and media should interest the students' attention.

#### 1.6.5.1 Types of Instructional Media

Harmer (2007: 176-178) states that there are several types of instructional media that can be used by teachers. Those instructional medias complete one another which means one media can change and replace other media if a particular media can not cover the topic in one circumstance, even when the learning process is not supported by any media. Harmer (2007, 176) provides the pyramid that shows when certain media is used. The learning process can use people or the real life (realia) as the media to support the activities if their is no media at all in the classroom. Then also, the learning activity can still run if the other medias are available, such as blackboard, paper, pens, whiteboards, books, even though the technology does not exist in the classroom. Meanwhile, the activities in the classroom can be more various if the technology exists, such as cassette recorder, OHPs, language laboratories, videos, computers, and power point. Below are the explanation of those instructional medias.



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**Figure 2.** Instructional Media Pyramid Taken from Harmer (2007, 176)

There are several types of instructional media that can be used by teachers which are given by Harmer (2007: 176-178). Those are:

- 1) ***The students themselves***, are the most useful resources in the classroom (Harmer, 2007: 176). By using the students themselves, teacher can do many things in the classroom. The students themselves can be used as the media when the teacher wants to get the real information based on the students' experience. It is because according to Harmer (2007, 176) the material in the learning process can be drawn clearly since the students themselves bring their thoughts and experiences from the outside world into the classroom.

For example, the moment when the teacher teaches preferences, they can use the students to talk the things they like based on their experiences. Students also can be used for the media when the teacher wants to explain and practice meaning (Harmer, 2007: 176). For example, the moment when the teacher wants to explain the part of body, they can use the students body to explain the vocabularies.



- 2) **Realia**, is unmodified real things inside or outside the classroom which is used by the teacher for teaching learning process. Realia can be used as starting point to introduce the lesson and understanding concept of the material. The real object or it is usually called as realia can be used as the media when the teacher wants to introduce the material or stimulate the students about the material that they will learn. It is also according to Harmer (2007, 177) that the real object or realia can help the teaching process because it stimulates students the activity they will learn.

For example the topic of learning is colour, so the teacher can bring many things with different colours in the bag as the real objects, then the students pick the object from the bag and mention the colour. But, there is one thing that the teacher needs to pay attention when they use realia in which the teacher must notice well the limitation of the objects. According to Harmer (2007, 177) also “the only limitation on the things which the teacher bring to class are the size and the quantity of the objects themselves and the students’ tolerance”. It means the realia used in the class should be proper with the situation of the class.

- 3) **Pictures**, or graphic materials refer to non-photographic and two dimensional materials which is utilized by the teachers to convey messages to the students. The teacher often uses the picture to facilitate the learning (Harmer, 2007: 178). Since there are many kinds of pictures, Harmer (2007) states that the teacher needs to choose the kinds of pictures correctly based on the purpose. The teacher can use the picture in the form of flashcards which is smallish cards if the teacher wants to hold for their students to see. The teacher also can use large wall pictures if they want everyone to see because that kind of picture is big enough. Then, the teacher can also use cue cards which are small cards if they want the students to use the picture in pair-or groupwork.

Photographs or illustrations are also sometimes used when the teacher wants the students to do the task individually because these kind of pictures are usually from the textbook that all students have. Meanwhile, the teacher have more options if the technology is available to be used in the classroom because they can provide the pictures through the projected slides, images from an overhead projector, or projected computer images. Even, the teacher can still





provide the pictures even though it is only the board in the classroom as long as they can draw well on that board. Pictures are utilized for several purposes.

Harmer (2007) explained that pictures can be used for multiple ways. The first is drilling in which the teacher hold the flashcards or use the large wall pictures and the students change the sentence based on the cards. The second is communication in which the teacher uses the picture to produce a variety of communication activities, such as the games. The third is understanding which uses the picture to present and check meaning. The fourth is ornamentation which uses the picture to give the extra visual dimension that sometimes can give power for students to be engaged. The fifth is predicting in which the pictures function to make the students engage in the task to follow because the students can predict from the picture provided by the teacher. The last is discussing in which the pictures function as the topic of the discussion.

- 4) **Coursebook**, is a form of print media. It contains material or verbal information through print. It can also be used as basic instructional guide by the teacher. According to Aini (2013) “book is utilized by the teachers to give exercises to the students about the lesson and to be used as source of the material”. So, book is used by the teacher to make the students engage with the content they will study (Harmer, 2007: 182).
- 5) **Boards**, refer to chalkboard/ blackboard, whiteboard and interactive whiteboard (IWB). Like pictures, boards also are used for several purposes. Harmer (2007: 176) describes that teachers can use boards for many purposes. The first is as the notepad in which the teacher writes something during the lesson that is important for the students to remember and understand, such as the unfamiliar topic, phrases, or vocabularies. The second is as the explanation aid which means that the teacher can use the board for the place to explain the topic, such as writing the negative and positive sentence to teach the students how to distinguish both.

The third is as the picture frame which means the board also can be used for drawing pictures to help the students understanding the concepts and words. The fourth is as public workbook in which the students come



forward to change the sentence while the rest of the students are noticing the work. The fifth is as gameboard in which the teacher uses the board as the media of the games. Then, the last is as noticeboard in which the teachers and students can display things on boards, such as pictures, posters, announcements, charts, and so on.

- 6) **Overhead Projector (OHP)**, by using overhead projectors, the students can see in front of the class the material which is written or drawn in a transparent. The transparent projected by using projectors. The teacher can show whole texts or grammar exercises, pictures, diagrams, or students' writing. The teacher also can do other thing, such as blank out what we do not want the students to see.
- 7) **Flipcharts**, is an instructional media which contains big sheets of paper. It is mostly used to write down some important points in group discussion (Harmer, 2007: 177). Several benefits of flipchart are portable, accessible, and easy to use. Flip charts work best in two particular situations. The first, a teacher, group leader or group scribe stands at the flip chart and records the point that are being made. The participants can then ask for changes to be made.
- 8) **Computer-based presentation technology**, Harmer (2007: 178) said that this instructional media has two vital components. They are hardware and software. The hardware needed for this instructional media are computer and LCD projector. This instructional media combine both audio and visual material. By using computer-based presentation technology or so called multimedia presentation enable the teacher to convey much larger information to the students.

#### 1.6.5.2 The Use of Media in Teaching English for Young Learners

English language was very important because it would ease people to update new information around the world globally. Millions of children, especially in Asia, has been learning English. It has made English teachers work hard to teach them. This was because teaching English to children (young



learners) was not easy. The teachers should search for and use interesting, effective, and suitable media to teach English in the class.

According to Patel & Jain (2008: 57) teaching material and instructional are used based on the teacher's objectives, whether it is skill of reading, understanding, writing and speaking or sub skills of skills. In teaching English for young learners, teachers are free to use any instructional media in accordance with the learning objectives to be achieved. For example, when teachers could not use any instructional media in teaching English because of the limitations of media, so the teacher can use the media 'students themselves'. As Harmer (2007: 176) stated that students are the most useful resources in the classroom so teacher can do many things with the students as the media of learning. For instance, in teaching part of body, the teacher can use the students body if there is no picture available.

The use of interesting, effective, and suitable media was to attract the children's attention in learning English. Suyanto (2008: 22) stated that young learners liked the materials that were visualized. It was more interesting and joyful. Using pictures, flash card, and songs were the examples of interesting, effective, and suitable media to make the children happy in learning English. According to Medina (2003) as cited in Heriyawati (2010: 154), songs could share all the same aspects of oral story. Songs also could ease the children to remember words, patterns, and chunks of language (Paul, 2003: 58). While flash cards were important teaching resource that could be used to introduce and practice specific language targets (Paul, 2003: 109).

## 1.7 Research Method

Here, the researcher presents the research method in detail. It describes about the objective of the research, participants, method of the research, source and type of data, instrument of research, technique of collecting data, technique of analysis data, and research timeline.



### 1.7.1 The Objective of the Research

The objective of the research is to know teachers' pedagogical competence in teaching English for young learners. It was conducted on 16 May until 16 July 2016. The research was conducted in one bilingual school in Cirebon. It is exactly in Nara Islamic School Cirebon. The place has become a main research, because it is appropriate with the phenomenon that learning English at young age is getting popular, even be a trend in many primary schools in Indonesia. Looking at the phenomenon occurs, the impact of the trend of learning English at primary school demands sufficient number of teachers. Thus, by looking at the phenomenon that occurs, may be able to support this study.

The reason why this research setting was taken from Nara Islamic School Cirebon, it was because this school becomes one of the most outstanding institutions in Cirebon that provides high quality education for early years up to primary school age children. It also helped the researcher to get the information about how teachers at Nara Islamic School Cirebon use their pedagogical knowledge and skills in teaching English for young learners. Besides that, the researcher would know about how to be a competent teacher for EYL classroom. In the other hand, this research setting is really appropriate to this study because this way can be done by the researcher to take the data directly from EYL teachers there. So this research setting is the possible one for this study.

According to Alwasilah (2000:100) that qualitative research focuses on phenomena. It doesn't have generalizability and comparability, but have internal validity and contextual understanding. The researcher is action for (1) building friendship with the respondents, (2) sampling, (3) collecting data, (4) analysing data, and (5) presenting data.

### 1.7.2 Participants

The participants of this research are teachers of EYL classroom who teach at Nara Islamic School Cirebon. It took from the sample of those two EYL teachers there; it took a male and female teacher in this school. So, there are two participants of EYL teachers to be investigated.





According to Alwasilah (2012: 101) a participant must have characteristic of rapport. Rapport is believed to the respondent's word, in order to participants to explore to researcher with comfortable feel. This research focused on teachers' pedagogical competence in teaching English for young learners at Nara Islamic School Cirebon. Additionally, this paper presents how the teachers there manage young learner classroom, and use the instructional media in teaching English for young learners. The study contributed only in "Summer Class" of Nara Islamic School Cirebon, in order to make the researcher easy to identify and observe the teachers' competence exactly about their pedagogical competence.

### 1.7.3 Method of the Research

Since this research aimed to describe and understand the nature of an event taking place in real life, it employed a qualitative paradigm emphasizes on observing, describing, interpreting and understanding how events take place in the real world. The method of this research is descriptive qualitative research. According to Dawson (2007: 15-16), qualitative research explores attitudes, behaviour and experience through such methods as interviews or focus groups.

The reason takes this method because the participants could give the available and much deeper data. Descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved. The central purpose of these studies is to understand the world or the experience of another (Ary, D et al., 2010: 453).

### 1.7.4 Source and Type of Data

In this research, the researcher collected the data in the forms of primary source data and secondary source data. Primary source data is the data that the researcher takes the data of the research directly in the field of the problem she concerns and secondary data is the source of the data acquired in which support the researcher's idea that regard to the research problem. It means that, the collected data must be relevant with the formulated problem. Additionally, Sugiyono (2008:153) stated that based on the sources, data classified into two those are primary data and secondary data, as follows:

Primary data source is source of data which is related to the subject of this study that is taken through the researcher directly. In this research the primary data



source came from the conducting of observation and interview with the subject of this research such as students, teachers, and headmaster of Nara Islamic School Cirebon which is done by the researcher.

Besides that, secondary data source is a source of data that is taken by the researcher indirectly from the subject. This data also were accepted to complete the primary data. It was from any relevant book, form of journals, journal of school, school archives about the history of school, and the other source that relevant to support this research.

### 1.7.5 Instrument of Research

In this research, the researcher plays as main instrument. These instruments are used to get the data of observation valid and real. In qualitative studies, the researcher as human investigator is the primary instrument for the gathering and analyzing of data, Ary, et al, (2010:453). It means that, the researcher as human instrument who observes (the investigator) and interviews.

### 1.7.6 Technique of Collecting Data

The research instruments are used to get the primary data and secondary data. In this research, the researcher plays as the main instrument. To collect the data in this study, there was the researcher himself who was being the instrument of research. To make the data more accurate, the researcher used the techniques of collecting data, such as observation and interview.

#### 1) Observation

Observation is monitoring with systematic phenomenon which is investigated. According to Creswell (2012:212) states that observation is the process of collecting data in a specific school setting. Unquestionably, observations represent a frequently used form of data collection, with the researcher able to assume different roles in the process. It means the researcher comes to the location of the research, the researcher observed teachers' pedagogical competence in teaching English for young learners at Nara Islamic school Cirebon. From this observation the research used descriptive field notes and observation checklist to analyze their pedagogical competence. (see appendix 1&2)



## 2) Interview

Another technique of this research is interview. Interview is a technique of data collection of the most widely used in social research, whether qualitative or quantitative. Because in the daily life of almost of social relations are conducted by human beings and involves interviews or conversations. Hadi (1993:59) states that interview can be viewed as a method of data collection by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation.

The purpose of interviewing people is to find out their mind, what they think or how they feel about something. The researcher interviewed the teachers there to get information about their pedagogical competence in teaching English for young learners. This instrument used the tape recorder, so the interviewer record all of interviewer's answer from the interviewer's questions gave orally based on the problem study. Then, the researcher record their answers, and then transcribes and types the data into a computer file for analysis. (see appendix 3-5).

### 1.7.7 Technique of Analysis Data

Technique of analysis data in this research is triangulation and coding. Triangulation is fundamental in qualitative research. It establishes the validity of an observer. It involves checking what one hears and sees by comparing one's sources (Fraenkel, et, al, 2012: 517). After the researcher finished observation and interview, the researcher conducts all of those data and checks the validity of them related with the fact until she had convenience that it was enough.

The next analysis is coding. In this case, the researcher categories all the data. They are divided in the primary and additional data. It is very beneficial for researcher to analyze the data, take the major data that contributes to the study, and reduce unimportant the data. As Fraenkel et al, (2012: 436) stated that coding in qualitative studies as the analytic process through which data are fractured, conceptualized and integrated to form theory. Qualitative codes can be descriptive and are usually generated a priori (selective coding) or emerge inductively (open coding) from data. Codes and subcodes are often refined iteratively by qualitative



researchers as they strive to make sense of their data through categorization, thematic analysis, and in some cases advanced theory building.

The data analysis in this research is descriptive qualitative research, in this research there are never used numerical measures but emphasize in description. This research is produce descriptive data in form of written words. The purpose of this research is to describe research finding elaborately.

According to Lodico (2010:180) states that there are six steps involved in qualitative data analysis vary according to the research questions asked and the type of approach taken, the steps listed here are common to most studies:

- 1) Prepare and organize the data.
- 2) This type of transcription involves data analysis as well as preparation, the researcher analysis the data at the same time that one is preparing and organizing. And also the interviews were tap preparation involves transferring the information from the recorded interviews into a written form.

- 3) Review and explore the data.

The researcher makes note to themselves about the data as they collect it. This means that the researcher has already begun the process of reviewing the data before begin the formal analysis of it.

- 4) Code data into categories.

The researcher identifies different segments of the data that describe related phenomena and labeling these parts using broad category names. It is an inductive process of data analysis. The researcher create codes for the problem passed in public speaking program which used for analyse data in field note. The codes are as follows:

**Table. 1**  
**Coding**

<b>Code</b>	<b>Category</b>
Researcher	R
Teacher 1	T1





Teacher 2	T2
All Students	S
Headmaster	H

5) Construct thick descriptions of people, places, and activities.

The researcher should be detailed descriptions of the people, places, and events in the study. And also of the experiences, perspectives, and physical settings represented in the data.

6) Build themes and test hypotheses.

The researchers provide the organizing ideas and use to explain what they have learned from the study. So the researcher describes and identifies the major concepts or issues that the researcher uses to interpret and explain the data.

7) Report and interpret data.

The researcher's interpretations of what the data mean. So the research is reported in a mostly non quantitative, narrative manner, which often makes it enjoyable to read.

From the definition above, the researcher obtained the data through the observation and interview with the teachers of Nara Islamic School Cirebon.

**1.7.8 Research Timeline**

The researcher took the data at Nara Islamic School Cirebon. This study needed 3 months to analyze teachers' pedagogical competence in teaching English for young learners there. It began from March until May 2016. Here, the table of timeline in this study:



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No	Activity	May	June	July
1.	Writing Research Proposal and consultation	√		
2.	Proposal Seminar and Research Instrument	√		
3.	Conducting research sample	√		
4.	Collecting of data		√	
5.	Data analysis		√	
6.	Finishing thesis writing			√
7.	Thesis examination			√
8.	Thesis revision			√

### 1.8 Literature Review

This research is also completed with some previous studies in the same field to find the gap of the research. The first study is about EYL teachers' academic background and their teaching performance (Alvianita, 2013). This study described that teaching performance of the two groups with different academic background did not greatly differ. The respondents almost showed similar answer at five aspects, namely, data-driven planning, instructional delivery, assessment, learning environment, and communication. In order to meet the research objective, she conducted a study for 4 English teachers from different schools were involved in this study. They are from National Plus Bunda Mulia Elementary School while one teacher was from Kupu-Kupu Elementary School. The participants were categorized as EFL teachers with English Education Background.



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Secondly, is about the competence of primary school English teachers in Indonesia (Sikki, Rahman, Hamra, and Noni, 2013). This study highlights the findings of a study which was undertaken at primary schools in Indonesia. The aims of the study were to explore the primary school English teachers' competence about their professional and pedagogic competency. Test and open question were employed to obtain the data of the level of professional and pedagogic competencies. The recommendations for the improvement of professional and pedagogic competencies of primary school teachers of English were also provided.

The result of test on professional competency shows that more than 50% of teachers are in the category of poor and fair. The result of test on pedagogic competence shows that 181 (90.5%) teachers are in the category of poor and fair. This study uncovers that the primary school teachers of English have poor level of professional and pedagogic competences. The level is still below the intended minimum level. Therefore, this study strongly recommends the continual professional development for the teachers, especially in-service training.

The last previous study is about EYL teachers' competence and performance (Defianty and Nafisah, 2008). This study has a similar position with my study. However, what distinguishes my study with previous studies is that in the previous studies, the authors only describe whether EYL teachers have fulfilled the requirements or not. Besides that, the subjects of the study are four EFL teachers from three elementary schools in eastern part of Bandung. Meanwhile, in my study, I try to identify the profile of EYL teachers at two international schools in Cirebon, describe how they take advantage of their knowledge and language skills while teaching English in EYL classroom, and identify their problems are usually found when teaching English for young learner classes.

The previous studies above show that EYL teachers' competence and performance are very researchable in many aspects. Unfortunately, studies on EYL teachers in Indonesia show that they are lack of the competence discussed above. Hence, the additional studies of the principles of teaching English to young learners are needed.



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