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**A CONTENT ANALYSIS OF INTERACTIVE CD: (A CASE STUDY AT  
SERIES ENGLISH? NO PROBLEM! BY AKAL INTERAKTIF AS SELF  
LEARNING MEDIA FOR 8-12 YEARS OLD  
ENGLISH YOUNG LEARNERS)**

**A THESIS**

Submitted to the English Education Department Of IAIN Education Faculty of *Syekh  
Nurjati* State Institute for Islamic Studies in Partial Fulfillment of the Requirements for  
Undergraduate Degree in English Education Department (S. Pd. I)



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## ABSTRACT

Elisa Susanti, 1410130053. *“A Content Analysis of Interactive CD: (A Case Study at Series English? No Problem! by Akal Interaktif as Self Learning Media for 8 – 12 Years Old English Young Learners)”*.

The aims of this research are: 1) To know the variety materials in interactive CD by Akal Interaktif (series: English? No Problem!), 2) To find out the appropriate subject matters of interactive CD by Akal Interaktif (series: English? No Problem!) to young learners at 8-12 years old., 3) To know the appropriate games in interactive CD by Akal Interaktif (series: English? No Problem!) to young learners at 8 - 12 years old.

The method that used in this research is qualitative especially content analysis. The source of data is acquired from the contents of interactive CD by Akal Interaktif (series: English? No Problem!). The techniques of collecting data in this research consist of searching an interactive CD which containing of English learning, playing an interactive CD by Akal Interaktif (series: English? No Problem!), then write a transcript of all contents which in interactive CD by Akal Interaktif series: English? No Problem. There are three steps of the technique of analyzing data, such as reduction, data display and making conclusion as the result of the analysis.

The result of this research shows that the English materials are explained in two ways, such as game and tutorial. While the languages that used in Interactive CD by Akal Interaktif (series: English? No Problem!) consist of Bahasa as companion language and English (FL) that used in conversation and games. There are three levels in this interactive CD, such as easy, medium and hard. Each level have variant materials of grammar and conversation, a game in each level also has different of difficulties. The appropriate subject matters in easy level there are eight subject matters that appropriate to young learners at 8-9 years old and there are twelve subject matters that appropriate to young learners at 10-12 years old. In medium level, there is an appropriate subject matter to the young learners at 8-9 years old and three of the appropriate subject matters to the young learners at 10-12 years old. In hard level, there is one of subject matters that appropriate to young learners at 10-12 years. The games in easy level that appropriate to young learners at 8-9 years consist of seven games and to young learners at 10-12 years old consist of ten games. In medium level there are three kinds of games for young learners at 8-9 years old and there are five games to the young learners at 10-12 years old. While, the games that appropriate to the young learners at 8-9 years old in hard level consist of three kinds of games and to young learners at 10-12 years consist of five games.

**Key Words:** interactive CD for children, subject matters for EYL, games for learning.



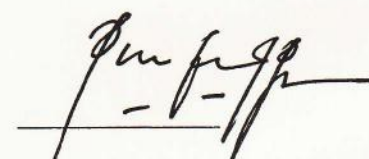


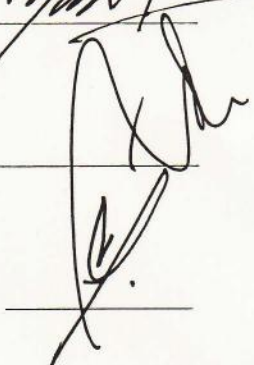


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## RATIFICATION

This thesis which is entitled "*A Content Analysis of Interactive CD: (A Case Study at Series English? No Problem! By Akal Interaktif as Self Learning Media For 8-12 Years Old English Young Learners)*". By Elisa Susanti, register number **1410130053**, has been examined on July 24<sup>th</sup>, 2014. It has been recognized as one of requirements for Graduate Degree in English Education Department of *Tarbiyah* and Teaching Science Faculty, English Study Program, The State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon.

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## TABLE OF CONTENT

<b>TITLE PAGE .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>APPROVAL .....</b>	<b>iii</b>
<b>OFFICIAL NOTE .....</b>	<b>iv</b>
<b>AUTHENTICITY .....</b>	<b>v</b>
<b>AUTHOBIOGRAPHY .....</b>	<b>vi</b>
<b>PREFACE .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS .....</b>	<b>viii</b>
<b>LIST OF APENDIXES .....</b>	<b>ix</b>

### CHAPTER I: INTRODUCTION

A. The Background of The Problem .....	1
B. The Formulation of The Problem .....	3
C. The Aim of The Research .....	4
D. The Usefulness of The Research .....	4
E. Theoretical Foundation .....	4
F. The Significance of The Research .....	26
G. The Methodology of The Research .....	27

### CHAPTER II: THE VARIETY CONTENTS IN INTERACTIVE CD BY AKAL INTERACTIVE (SERIES: ENGLISH? NO PROBLEM!)

A. Describing object of Interactive CD by Akal Interactive (Series: English? No Problem!) .....	32
B. Grading of Interactive CD by Akal Interactive (Series: English? No Problem!) 39	
C. Discussion of Research Finding .....	39
D. Sum Up of Chapter 2 .....	40



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### **CHAPTER III: THE APPROPRIATE SUBJECT MATTERS WITH LEVEL AGES 8-12 YEARS IN INTERACTIVE CD BY AKAL INTERAKTIF (SERIES: ENGLISH? NO PROBLEM!)**

A. Subject Matters .....	41
B. Discussion .....	82
C. Sum Up of Chapter 3 .....	93

### **CHAPTER IV: THE KINDS OF GAMES THAT APPROPRIATE IN INTERACTIVE CD BY AKAL INTERAKTIF (SERIES: ENGLISH? NO PROBLEM!) TO 8-12 YEARS OLD**

A. Games .....	94
B. Discussion .....	108
C. Sum Up of Chapter 4 .....	131

### **CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion .....	133
B. Suggestion .....	134



## CHAPTER I INTRODUCTION

### A. The Background of the Problem

English as an International language is used all over the world. People in some countries speak English as their first language and some other use it as second language and foreign language. Indonesia is one of the countries where English is used as foreign language.

Basically, foreign language and second language has different meaning. Foreign language is a language which people learnt, but did not use it in daily life. While second language is a language which people learnt and used it in daily life but it is not the first language or local language.

As a foreign language, In Indonesia English become one of the subjects at school and as the compulsory subject in each of the school. There are many English courses which develop many kinds of method to support the students in mastering English.

English has been introduced in the basic education level at an early age. There are two main things that support children to learn a foreign language. First, they have sharp hearing and memory at this age is the peak of their ability before the age of 12 years, they can learn to follow the sound of fast and precise and can mastering new learning without difficulty. Second, children have fewer obstacles, respond with love, and spontaneous.

In addition, Eric Lenneberg (1967 cited in Hughes, 2009) as cited in Rodliyah who thought that there was a critical period, up to about the age of eleven, in which children were able to learn language. He believed that if language was introduced to children after this age (or this critical period) then it was extremely difficult for them to learn it. This hypothesis has often been cited as one of the main reasons for starting the teaching of foreign languages early in a child's schooling.

But, we have to remember that children have different ability to learning new language, especially English as foreign language. Because, they do not always use English to make communication with their environments. Cameron (2001) in his book "Teaching Languages to Young Learners", states that children need more than 'simple'



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language in the sense that only ‘simple’ topics are covered. Curtain and Dahlberg as cited in Musthafa (2000: 120) claim that effective language instruction builds on topics and contexts that are relevant to the learners. Therefore, teachers and parents have to know the appropriate materials and topics for young learners based on their ability, in order they able to accept English as a new language.

To make young Learners fun in learning English, teachers or parents have to know some considerations should be taken into account. The basic consideration has to be the priority is related to the psychological aspects. In language learning, understanding the psychological development theories proposed by some theories will help teachers develop teaching strategies and help parents to choose the media and materials appropriately. In addition, the psychological orientation is very effective to know how young children learn which finally lead to the better learning outcome.

Teaching English to Young Learners is full of Fun. English teachers better have some plans to teach them and make the situation become comfortable. Teacher must create the process of English learning for young learners as interesting, exciting and challenging as possible. Young learners have a good memory and respond something fast. They are active, charm and easy to imitate.

One of the ways to make young learners interest in teaching and learning process using a game, because young learners prefer playing games to study and through games young learners able to feel that they are playing, they are not studying during the learning process, because childhood is playing period. They like learning by playing and doing some activities actively and naturally.

Today, there are many kinds of game that can use in teaching and learning process. There are two types of games, the first is manual games that use media like paper, picture, marker and flashcard, the second is multimedia game that is needed electronic tools.

Today, multimedia games have developed in Indonesia, people can be easy get a game through the internet, people able to play a game in their mobile phone, computer, and any others electronic tools. Now, multimedia game not only able to play by adult, even children also able to play it easily. Children may forget to study their lessons when they have been playing games, because of the reason the teachers and parents have to strategies to keep the young learners feel bored to study.





Nowadays, there is newest strategy of learning English for young learners such as by using interactive CD. But, before learn English by using interactive CD, the researcher wants to know the appropriate topics with the young learners' ages and characteristics. Based on the phenomenon, the researcher wants to know what are the appropriate contents of interactive CD by Akal Interaktif especially at series: English? No Problem! as self learning media for 8 – 12 years old English young learners?

## **B. The Formulation of The Problem**

### **a. The Identification of The Research**

The identifications of problem needed to give clarification about the problem that will be investigated. The researcher arranged the identifications of the problem refer to the background about are:

1. What are the variety contents in CD interactive by Akal Interaktif (series: English? No Problem!)?
2. What are the appropriate subject matters with level ages 8-12 years in interactive CD by Akal Interaktif (series: English? No Problem!)?
3. What kinds of games are there in interactive CD by Akal Interaktif (Series: English? No Problem!) that appropriate to 8-12years old English young learners?
4. How appropriate are all the contents in interactive CD by Akal Interaktif to 8 - 12 years old English young learners?
5. How are the strange and weaknesses of interactive CD by Akal Interaktif (series: English? No Problem!)?

### **b. The Limitation of The Problem**

In this research, the researcher will limit the study with the title, “**A Content Analysis of Interactive CD: (A Case Study at Series English? No Problem! by Akal Interaktif as Self Learning Media for 8 – 12 Year Olds English Young Learners)**”.

The researcher will describe young learners' characteristics to learning English especially at 8 to 12 year olds. The characteristics of young learners that the researcher will describe are from the psychology, language development and the cognitive aspects to make sure the appropriate subject matters or materials of





the contents in CD interactive by Akal Interaktif in learning English for 8 to 12 year olds. Then, the researcher will investigate and analyze the contents in CD Interactive by Akal Interaktif series: English? No Problem.

### c. The Questions of The Research

1. What are the variety materials in interactive CD by Akal Interaktif (series: English? No Problem!)?
2. What are the appropriate subject matters with level ages 8-12 years in interactive CD by Akal Interaktif (series: English? No Problem!)?
3. What kinds of games are there in interactive CD by Akal Interaktif (Series: English? No Problem!) that appropriate to 8-12 years old refers to the contents?

### C. The Aims of The Research

1. To know the variety materials in interactive CD by Akal Interaktif (series: English? No Problem!).
2. To find out the appropriate subject matters of interactive CD by Akal Interaktif (series: English? No Problem!) to young learners at 8-12 years old.
3. To know the appropriate games in interactive CD by Akal Interaktif (series: English? No Problem!) to young learners at 8 - 12 years old.

### D. The Usefulness of The Research

The researcher does this research because this research is useful for the researcher self. Trough this research, the research know the use of interactive CD to carry out the process of learning, beside that the research know about the new media of learning English to make young learners feel enjoyable in learning.

Beside the researcher, this research also useful for parents to help their children learn at home and be autonomous in learning English. Because interactive CD, become a self learning media.

### E. Theoretical Foundation of Interactive CD as Self Learning Media, Subject Matters for EYL and Games Refers to English Learning

#### a. Interactive CD as Self Learning Media



Media in learning English is the important factor to carry out the process of learning. Now, there are many kinds of media which can help the learning process and can help young learners interest and fun in learning English one of it is computer. Computer is useful for conducting the learning process, computer that used in learning process can be called as multimedia learning tool.

According to Sucipto, (2010:1) multimedia is media that combines two or more media elements consisting of text, graphics, images, photographs, audio, video and animation in an integrated way. Interactive Multimedia is a multimedia tool that comes with a controller that can be operated by the user. Multimedia learning can be defined as a multimedia application that is used in the process of learning to channel messages (knowledge, skills and attitudes).

Multimedia can be divided in two categories, such as linier multimedia and interactive multimedia. Linier multimedia is a multimedia which cannot be operated by the user. For example like a film or television. Meanwhile, interactive multimedia is a multimedia which completed with control system that can be operated by the user, for example like games application and interactive CD which containing of the material and exercises of a lesson (Munir, 2013: 114).

Multimedia which use computer program that especially for conducting language learning can be called computer assisted language learning (CALL). CALL is the acronym for computer assisted language learning and it is related to the use computer for language teaching and learning. CALL reinforces foreign language course objectives while addressing the individual needs of learners. CALL is a program derived from CAL (Computer-Assisted Learning) which is implemented to language, but the use of computer here is mainly aimed at providing a language learning tutorial program (Hartoyo, 2006: 21 as cited in Indrawati, 2008). From the statements, the researcher able to concludes that the main focus of CALL is on the application of computers in language learning.

Many educators (Jonassen 1996, Salaberry 1999, Rost 2002 in Lai 2006 as cited in Indrawati 2008) indicate that computer technology has many advantages for language learning. As follows:

1. Interest and motivation



CALL programmers can provide student ways to learn English through computer games, animated graphics, and problem-solving techniques which can make drills more interesting (Ravichandran, 2000).

## 2. Individualization

Through CALL, the students can decide on their own which skills to develop and which course to use, as well as the speed and level by their own needs.

## 3. Optimal use of learning time

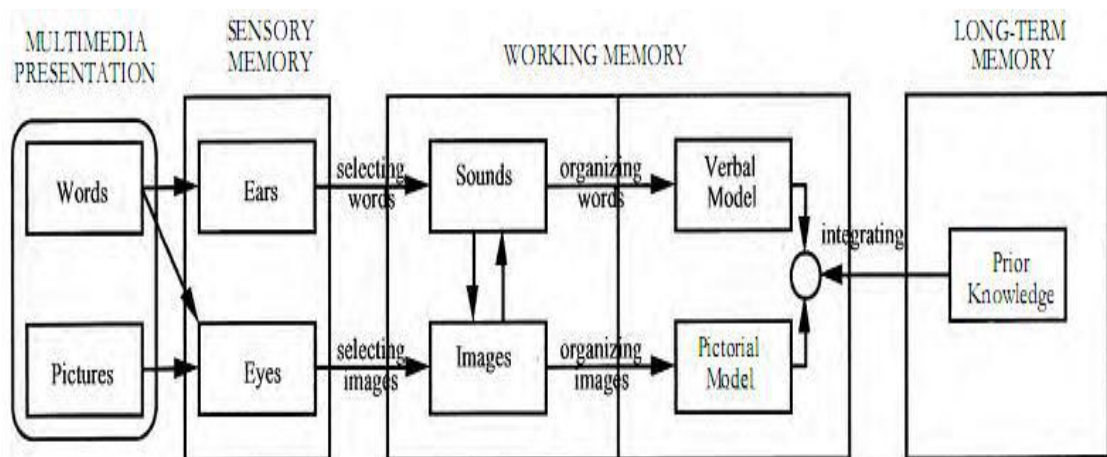
The time flexibility of using computer enables students to choose appropriate timing for learning. Learners are given a chance to study and review the materials as many times they want without limited time.

## 4. Guided and repetitive practice

Students have freedom of expression within certain bounds that programmers create, such as grammar, vocabulary, etc. They can repeat the course they want to master as many as they wish.

Mayer (2001: 37) divided three memory stores in multimedia learning, such as:

Table: 1.1 Memory stores in multimedia learning



Pictures and words come in from multimedia representation, and enter to sensory memory through the eyes and ears. Sensory memory allows for pictures and printed text to be held as exact visual images for a very brief time period in visual sensory memory and for spoken words and other sounds to be held as exact





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auditory images for a very brief time period in an auditory sensory memory. The arrow from pictures to eyes corresponds to a picture being registered in the eyes, the arrow from words to ears corresponds to printed text being registered in the eyes.

The central work of multimedia learning takes place in working memory that used for temporally holding and manipulating knowledge in active consciousness. The left side of working memory represents the raw material that comes into working memory, sound from spoken words and image from pictures and printed words. The right side of working memory represents the knowledge constructed in working memory. Verbal model delivered from sound that present spoken words and pictorial model delivered from image that present pictures and printed words. The last, the box on the right is labeled long term memory that can hold large amounts of knowledge in long time. From the figure of three memory stores in multimedia learning, it is able to prove that multimedia is useful to conduct the learning process.

Now days, there is multimedia of learning which covered in CD-ROM, it can called interactive CD. Reskiwahyudi (2001) convey Interactive CD comes from the two-term CD and Interactive. CD comes from the English language is an abbreviation for Compact Disc, interactive can be defined as a dialog between the computer and the computer terminal or computer. Based on the theory of exposure, the authors conclude that the CD Interactive is a metal plate that is used as an alternative source of learning so as to stimulate thoughts, feelings and interests of learners to pay attention to the lessons given by the teacher.

Interactive CD also can be categorized as multimedia learning. Because, interactive CD is a combination of two or more media which integrated in one form. Interactive Multimedia is a combination of various media from the computer, video, audio, images and text. Interactive CD is a media that can covered in CD (Compact Disc) which contain of applications in it.

Hofstetter (2001) stated that Interactive multimedia is the use of a computer to combine text, graphics, audio, moving images (video and animation) into a single unit with the appropriate links and tools allowing multimedia users can navigate, interact, create, and communicate.



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Interactive CD is the electronic media which covered in CD-ROM. Interactive CD is like online game, but the difference of Interactive CD and online game is in CD interactive consist of the materials of topic of knowledge and science that can be played by offline, but online game is consist of interactive game which can be played by online or connect to the internet.

Wilson (1993), states that “Interactive CD’s as interactive learning media can appeal to different sense, enable to transfer abstract information to real situations, provides opportunities to students to study on their own face, increase students’ motivation for learning fun and interesting, enable active participation to learning process, support information transfer with multimedia facilities such as graphic, picture, video/ sound/ animation.”

The advantages of using CD Interactive, as presented Wahyudi (2011) is in addition to the ease of adding knowledge, Interactive CD has audio visual display is more attractive than conventional learning in the classroom . The material on an interactive CD has a richer appearance than conventional media such as books or other print media. Interactive CD display richer because there are elements of audio, visual, animation, and even video. The main advantage lies in the interaction between the media with the user. Regarding the advantages of this interactive CD, is one of the main based its selection as the medium of learning.

Interactive CD is one of media in learning, with interactive CD children enable to use and play the game by themselves, because in interactive CD there are the instructions, such as how to start, how to play the game and how to quit the game. Moreover, interactive CD as self learning media is a multimedia game which included a subject of lesson, interactive CD made for learning process which covered in a game.

From the statements above, in general the benefits that can be obtained is the learning process more interesting, more effective, the young learners can learn by themselves beyond the school and the process of teaching and learning can be done anywhere and anytime, as well as attitudes student learning can be improved. Interactive CD also appropriate for three learning styles, visual learners enable to more interesting with colorful animation, auditory learners enable more fun with oral instructions and music and kinesthetic learners can free to move their hands to play the games.



Interactive CD can become a media for self learning, because with interactive CD a young learner able to learn independently by following the instructions of narrator in an interactive CD. Self learning is one way where a learner has been motivated to knowing something deeply. When a learner motivated to explore new knowledge, it is the best way he will get new knowledge easily, because he feels that is important for his life.

Self learning also is good for young learners, because as Piaget's statement that young learners are as active learners, they want to know all about their world around them, they can easy learning by doing (Cameron, 2001: 2). To stimulus young learners to learn, appropriate media and method are the important things to make them fun or enjoy in learning. Basically, to keep in mind as one of the important goals in learning is growing interest children in learning.

According to Zulfikar (2011) state that there are some considerations in designing an interactive CD in elementary and kindergarten level to consider the following matters, such as:

1. Colors: For the age of the child get used to using design with bright colors and lots of colors. Because, children prefer bright colors, avoid using dark colors and sharp.
2. Pictures: Include cartoon characters, or images that kids love, such as animal figures that can speak.
3. Fonts: Use a slightly larger font so that it can be seen
4. Voice (dubbing): Use a narrator, the narrator has a friendly tone of voice, funny and friendly.
5. Games: Include games that add creativity, and have a feel of education for child brain development.
6. Navigation: The navigation is simple and not too many sub menus, so that children are not hard to use interactive CD without adult guidance.

From the statement above, interactive CD also able to treat the young learners' motivation with the games, music, colorful animation and the young learners can learn by themselves because interactive CD is a media for self-learning. As self learning, interactive CD is able to use by young learners without teacher or parents. Because of that, the researcher wants to analyze the appropriate





contents of interactive CD by Akal Interaktif (series: English? No Problem!) with the characteristics of young learners. In order to make sure that the topics is suitable with their age, language developments and psychology aspect.

## **b. Subject Matters for EYL**

Learners are people who study knowledge or science in order to they can mastering it and develop their ability. Many people said that childhood is a golden age, because children have a good memory and respond something fast. They are active, charm and easy to imitate.

Learners can be categorized in difference stage, it is depending on their age. Harmer have divided the learners based on their ages, he described the learners as children, young learners, adolescents, young adults and adults. According to him, the term children are generally used for learners between the ages of about 2 to about 14. Students are generally described as young learners between the ages of about 5 to 9 and very young learners are usually between 2 to 5 year olds (Harmer, 2010: 14).

Based on the statement above, Harmer have divided the young learners categorized become two stages, such as very young learners and young learners. In the other words, the researcher can conclude that young learners according to Harmer are able to named as children, because the age of very young learners and young learners belonging to children.

Ma'mun (2010) states that young learners here are primary school students on ages between 6-12 years. They can be divided into 2 groups, such as younger group (6-8 years) and older group (9-12 years). If see from the class level, she added the learners could be called children of Lower Classes, in grades 1, 2, and 3 as well as the Upper Classes 4, 5 and 6 graders.

Meanwhile, Scott and Ytreberg (1990: 1) divided young learners into groups of level one or level beginners (5-7 years) and level two (8-10 years). Level two groups can also be referred to beginners if they are starting to learn English at that age. Scott and Ytreberg (1990: 1-4) clearly explain that each level of students has different characteristics. General characteristics of five to seven year olds those are they can talk about what they are doing, tell about what they have done or heard, play activities, argue for something and tell you why they think what they



think, use their logical reasoning, use their vivid imaginations, use a wide range intonation patterns in their mother tongue, and understand direct human interaction.

In term of their language development, they understand situations more quickly than they understand the language used, they own understanding comes through hands and eyes and ears, it is the same like Harmer's argument that the young learners understand mostly when they see, hear, touch and interact directly (Harmer, 2010: 149)

For the students of eight to ten year olds, their general characteristics includes their basic concepts are formed, they have vary decided views of the world, they can tell the different between fact and fiction, they ask questions all the time, they rely on the spoken word as well as the physical world to convey and understand meaning, they can make some decision about they own learning, they have definite views about what like and don't like doing, they have developed sense of fairness about what happens in the classroom and begin to question the teacher's decision, and they are able to work with others and learn from others.

The young learners in this stage are more ready to study, they are also able to more understand about the topics or materials, because their cognitive development have improved, it can be looked that they can tell the difference between fact and fiction, their basic concepts are formed too. In the other words, if the teacher inform and explain the concept, they can understand and remember it longer than the stage of five to seven year olds. In this stage, the young learners also have ready to work with others and they started to ask all the questions if they found the difficulties when the learning process, it can help them to understand the topics of the lesson easy. In addition, their language developments have improved from the previous stage. At this level they can understand abstracts. They can also understand symbols (beginning with words) and generalize and systematize.

Ersöz (2007) says that young learners are children between 7 to 9 and 10 to 12, he also have divided the different characters of young learners, such as:

Characteristics of seven to nine years old:

- Low concentration span: Wide variety of activities needed
- Short memory: frequent revision is needed
- Logical-analytical: Asking questions
- Developing confidence in expressing themselves



- Developing world knowledge
- Limited motor skills (left-right)
- Reasonable amount of input
- Love stories, fantasy, imagination, drawing & coloring

At seven to nine year olds, the young learners still have short concentration, because of that to keep their interesting in learning process, teachers should to have many ways or varieties activity and method in order to they still keep their concentration and they do not feel bored in the learning process.

Review the last material in every meeting is needed, because they have short memory. Review can be used to young learners remember what the material or topic is that they have studied on the previous meeting.

The characteristics of young learners in this stage that they are able to asking questions and they share the problem in group work. This statement is same like Scott and Ytreberg (1990: 3) that says the young learners at eight to ten year olds ask questions all the time and they are able to work with others and learn from others. The researcher can be conclude that young learners at ages seven to early ten years can interact with others. For example, ask the questions to the teachers or parents about things that they want to know and can work together with their friends when they found the problems in their world.

Young learners at ages seven to nine years also start to develop their confidence in expressing themselves, they want to know all the worlds around their environment, they like stories, especially fiction stories like Spider man, Barbie, etc. They are good imaginers, children in this stage usually want to be someone or something that make them interesting. They also love drawing and coloring the object, it is the chance to young learners in recognizing the object with the fact or appropriate with the real object.

Characteristics of ten to twelve years old:

- Longer attention span but still children
- Taking learning seriously
- World knowledge
- Developed social, motor and intellectual skills
- Learning strategies are used and developing.





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Young learners at ages ten to twelve years are the children that have longer attention and concentration during the learning process, they started to learn seriously and more curious to know and understanding the knowledge. They do not only learn the topics and materials that they see, hear and touch. But, they started to learn abstract like in social, thinking about culture, moral and cooperate with other people like in pairs and groups. Because of the reason, strategies in learning are important to be used in order to the young learners can get the understanding about the subjects of the lessons which they are needed.

Beside the characteristics of young learners in generally, see from the psychological aspect of young learners also is important, because teachers or parents can understand the young learners' development deeply.

The French psychologist, Piaget, in Cameron (2001: 2) said that the child is an active learner, he said that the child is seen as continually interacting with the world around them, solving problems that are presented by the environment. Piaget believe that children not only observe and remember what they are looking and hearing. But, naturally they have curious about their world and try to find information for help them to understand all of the things around them actively.

Because of the curious of children, he thought that to deliver the concept of knowledge as deriving from action. Thought is action internalized, or carried out in the imagination of the learner and to develop the young learners' thinking. He also describes categories of cognitive development into two processes, includes assimilation and accommodation. Piaget in Cameron (2001: 2) stated that assimilation, in which the child takes in new experiences without any transformation in the way the information is processed, and accommodation, in which the child adjusts to features of the environment in some way. From the statement, the researcher can describe assimilation is the process when the young learners found the new concept from the other persons in the environment and the process when the young learners are able to adopt themselves with the concept from the experiences of their environment or when they are able to imitate the concept of knowledge and manners that they have known in their environment is accommodation.

Initially assimilation and accommodations occur as behavior, shown by what children do, but eventually assimilation and accommodation become more



clearly thinking processes. Another of Piaget's important contributions is his description of a series of stages through the children's thinking progresses, from the sensory motor stage in which an infant interacts physically with the environment, building a set of ideas about how things work in reality through the formal operations stage, in which preadolescents and adolescents can think abstractly and logically.

The Russian scientist, Vygotsky (1896–1934) extended Piaget's developmental theory of cognitive abilities of the individual to include the notion of social-cultural cognition, the idea that all learning occurs in a cultural context and involves social interactions. He emphasized the role that culture and language play in developing students' thinking and the ways in which teachers and peers assist learners in developing new ideas and skills.

Vygotsky views that children as a social, they use words as symbols to express what they want to the other people. According to him, the child is an active learner in a world full of other people. In the other words, Vygotsky argued that when the young learners can communicate and interact with their friends, in pairs, in groups and with the objects they can be categorized as active learner. (Cameron, 2001: 5)

Vygotsky as cited in Cameron (2001: 6) proposed the concept of the zone of proximal development (ZPD) which maintained that there is a difference between what children could achieve independently or on their own and what they could achieve when an adult was able to work with them.

The support given by adults was described as scaffolding by Bruner (1983 cited in Cameron, 2001: 8). With scaffolding children develop and grow because the adults give support to their thinking and learning process.

Piaget in Desmita (2012: 101) also recognized that students construct knowledge based on their experiences, and that how they do so is related to their biological, physical, and mental stage of development. Piaget spent years observing very young children and mapping out four stages of growth, such as:

1. Sensory motor (birth to about 2 years)

In this stage, a baby moves from instinctive reflex since he or she born until starting symbol thought. A baby understands about the world through the



coordination of experiences with his physical respond. During the final month of this phase, the child begins to reflect about his experiences, starts to develop an awareness of the characteristics and particularly the permanency of objects, and obtain some glimmerings of the notion of causality in events. He is, however, confused by problems of differentiating between himself and his environment.

## 2. Pre-operational (ages 2 to 7)

Child starts to understand the world with words and pictures. The words and picture of the child show the improvement of thinking and it has shown the correlation between sensory and the physical respond. During the pre-operational stage, children are becoming increasingly proficient at constructing and using mental symbol to think about the objects, situation and events. They encounter Piaget's descriptions of pre-operational intelligence focus mainly on the limitation on deficiencies in children's thinking. Indeed he calls this period "pre-operational" because he believes that pre-school children have not yet acquired the cognitive operation (and operational schema) that would enable them to think logically.

## 3. Concrete operational (encompassing about ages 7- 11)

In this stage, child will be able to think logically about the concrete action and they are also able to classify the things that have different forms. During the early part of this period the children is pre occupied with play, begins to develop language ability, learn to use imitation, and evaluates and pre-evaluates his perception of the environment. During the later years, he organized systems of classifications for the perceptions and concepts of social justice and reciprocity.

Asrori (2008: 54) said that children in this stage is very interesting to understand the concept if they do by themselves. In the other words, children are easier to understand something if they can observe something that they want to know directly.

## 4. Formal operational (11 to adolescence)

The child become teenager and adult, in this stage they thought logically and more idealistic. During this period, the child (now a youth) acquires the ability to think and reason beyond his own immediate world and his own belief,





problems are approached more systematically and less on a random, trial and error basis, ideas of social justice and proper modes social interaction become clarified and expanded.

According to Ratnasari (2005) says that the language development occurs in the phase of operation (ages 7 to 11), she states that in these ages the child can organize and arrange the systems of classifications for the perceptions and concepts that he has acquired and develops concepts of social justice and reciprocity.

Learning is important in the life, with learning people able to know about the knowledge that useful for their life, the first thing that person be learnt is language. Language is the tool to make communication and interaction with others, therefore language is introduced at the early years.

Learning language is the way people to understand about language. Language able to divided into three kinds. Such as mother tongue (L1) which used to communicate in the environment, second language (L2) which the language that become national language of the country, and foreign language (FL).

To understand English, young learners not only learn about English but they also have to acquire the language. According to Harmer (2010: 47), state that learning is a conscious process where separate items from the language are studied and practiced in turn. In the other words that learning is the effort of person to understand the knowledge which separated in stages. Learning also can be defined as formal instruction or school. While, acquisition describes the way in which people get language with no real conscious effort.

Based on the statement acquisition is a process of person got understanding of a language and he or she able to save the understanding in the mind subconsciously. Acquisition also can be describe when young learners able to use the language to make communication.

Besides, language learning process based on the mental psychologists has based on cognitive psychology. The opposed the opinion of behaviorist that stressed on behavior aspect in language learning process. One of psychologist is Chomsky, who gives the criticism and then he reveals the assumption of language learning.



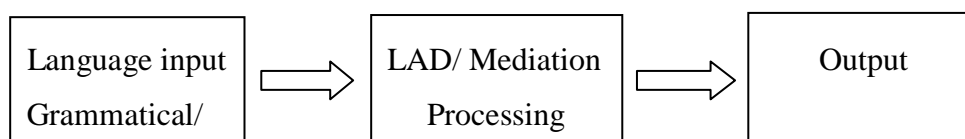
Chomsky (1959) as cited in Asrori (2008: 148) state “language learning is not only responding to the stimulus from outside in the process of establishment habit, but it is also in the rational and cognitive creative process.”

According to the statement, language learning process depends on the cognitive aspect and the outside stimulus or environment. Two aspects are important for the children when they are in the process of language learning, it will help them to improve well in learning language.

Chomsky proposed the theory that all people have an innate, biological ability to acquire a language. He said that people possess a Language Acquisition Device (LAD), a sort neurological writing that, regardless of the language to be acquired, allows a child to listen to a language, decipher the rules of that language, and begin creating with the language at a very young age.

According to Chomsky (1965) as cited in Desmita (2008: 148-149) says that human being process a structure measure in such a way that enable a child to process language construct rule and understand and produce appropriate grammatical speech. This mechanism, language acquisition device (LAD) is not a physical object but an analogy that try to understand and produce sentences. A table is provided below:

Table: 1.2 Process of Language Acquisition Device



Children get input as language parable, it will spontaneously become the output without the correction towards the rules of spoken used, if the input which is obtained is correct, the output will be correct too.

From the statement above, the researcher can conclude that when children begin by imitating what they hear their parents say as best as they can re-act random phrases. Parents do not punish the child for childish speech error by not responding or correcting the error but reward correct phrases by responding positively as a child’s speech improves parents respond more positively and less negatively.



There are some opinions about the learning process of young learners. Harmer (2010: 14) has categorized the characters of young learners, according to Harmer, the young learners respond although they do not understand, they learn from everything around them. They understand mostly when they see, hear, touch and interact rather than from the explanation. They generally display a curiosity about the world and an enthusiasm for learning a language. They like talking about themselves and respond to learning that uses their lives as the main topic.

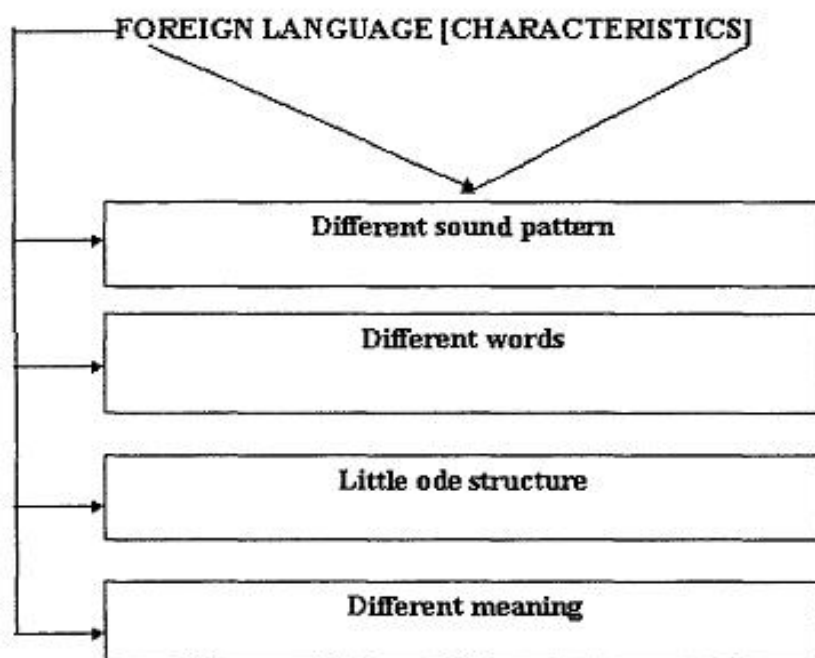
Beside Harmer, Cameron (2001: 5) recommends dealing with topics children find familiar, such as family and friends or school life, his takes place when children mutter to themselves when undertaking various activities.

Curtain and Dahlberg as cited in Musthafa (2000: 120) claim that effective language instruction builds on topics and contexts that are relevant to the learners. Because of that, to introduce the concept or knowledge to young learners, it will be better if the materials are familiar with them and use the appropriate media that they can see, hear, touch and interact with themselves in order to they can understand the concept easily, they also can remember the topics or materials longer than just the explanation.

In learning foreign language, it may be different with learning the first and second language, foreign language is a language which people learnt, but did not always use it in daily life by the society. To get more understanding about a language as foreign language,

Patel and Jane described the characteristics of foreign language, as follow:

Table: 1.3 Description of foreign language characteristics





Foreign language especially English often has different between writing and the sound pattern, English also differ in words, little ode structure and meaning. Sometimes, there is same word but it has different meaning, for example, the word “bank” can be defined as a place to save the money, but the other meanings as the edge of the river.

Recognize the sound pattern also important in learning foreign language, sometimes a person get difficulties and make mistake when he pronounce the words or utterances, the sound of a word may same as the other words, for example, the word “heart” and “hurt”.

Because of the differences of foreign language characteristics, young learners in Indonesia have to study four aspects of English as foreign language, includes listening, speaking, reading and writing. Young learners also need to collect English vocabularies to make them easier in producing language, like in speaking and writing skills.

After knowing about the learning style of children or young learners, learning process can be matched with the children’s learning style, in order to they can easy to understand the subject matter and fun during learning time.

In the teaching and learning process, the English teachers must know the kinds of language learning resources for young learners, as follows:

- a) Learning resources are not additional materials for pleasure but main materials which are ordered and learned as interesting activities which children usually do in their daily lives.
- b) Learning resources for children must be appropriate for children’s aptitude, will, world, and so forth.
- c) There must be a clear distinction between technique and resource. Songs, stories, poems, and games are resources.

Hadikusumo (2000) in his book “Belajar Dasar Bahasa Inggris” that especially used for students at primary school, the subject matters of primary school learners, such as:





1. Alphabet
2. Read and spell; after read a word it will be better ask the young learners spell the alphabet one by one
3. Introducing phonetic symbol and give example in sample words like five, book, floor.
4. Number
5. Question and answer; divided yes/ no question and W-H question
6. Article; a, an, many, some, any
7. That, this, these and those
8. Countable and uncountable noun
9. Singular and plural
10. Pronoun as subject, object and possessive
11. Affirmative, negative and interrogative sentence
12. Vocabulary: animals, environment (house, mountain, valley, public transportation), family, fruits and vegetables, occupation, colors, names of day and month, direction of the wind
13. Tenses; simple present and present continuous.

Cameron states that the children who learn a foreign language might be around 500 words a year. (Cameron, 2001: 75). Cameron also added that children need more than 'simple' language in the sense that only 'simple' topics are covered (Cameron, 2010). The other opinion comes from Curtain and Dahlberg that effective language instruction builds on topics and contexts that are relevant to the learners. (Curtain and Dahlberg as cited in Musthafa, 2000: 120).

Besides that, Suyanto (2007) state that give the grammar materials in meaningful context. For example in simple sentence which can be practiced in daily life. (Suyanto, 2007). He added that tenses that can be given to young learners at primary school only three types, such as present simple, present continuous and past simple. (Suyanto, 2007).

Cameron also that young children are quite capable of learning terms like word, sentences, letter, moving on to learn about word classes and their labels (nouns, verbs, adjectives, adverbs, preposition) ... (Cameron, 2001: 106).



### c. Games Refers to English Learning

In delivering materials or subject matters to young learners in learning foreign language, one of the ways to make young learners interest in teaching and learning process is using a game, because young learners prefer playing games to study and through games young learners able to feel that they are playing, they are not studying during the learning process, because childhood is playing period. They like learning by playing and doing some activities actively and naturally.

Ersoz (2000 as cited in Mubaslat 2012) says that games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

Language games are not activities mainly aimed to break the ice between students or to kill time. Byrne (1995 as cited in Mubaslat 2012) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game.

Before classify the characteristics of games that appropriate in English learning, know the learning styles of students is important in order to can choose the games that suitable with the children's learning style. Children have differences in learning style, someone may enjoy study by reading many books, but the other one may get difficulty and bored with this way.

Rodliyah claim that children learn about their world in different ways, using their preferred learning styles. They may be characterized as visual, auditory or kinesthetic learners.

Deporter & Hernacki (2001, cited in Desmita, 2008: 222-223) divided three types of language styles, includes visual, auditory and kinesthetic. Each style has different characteristics, as follow:

1. Visual
  - a) Easier in remembering what do they seen than heard
  - b) Difficult to receive verbal instruction
  - c) Have ability to spell the letters well
  - d) They like reading better than listening
  - e) Careful and detail



- f) More interested in drawing, chisel than music
- 2. Auditory
  - a) They like listening better than reading
  - b) They can repeat or imitate tones and rhythm
  - c) Have ability in speaking well
  - d) More interested in music than the other arts
  - e) In learning, they prefer listening and remember concept which they heard than they seen.
- 3. Kinesthetic
  - a) Active to move
  - b) Easier to learn with direct practice, not only explanation
  - c) They like activities or games with body movement
  - d) They cannot sit in same place for long time
  - e) The muscle growth well.

Ehrman and Oxford (1990: 4) also argued that visual learners like to read and obtain a great deal from visual stimulation and for them, conversation and oral directions can be very confusing without visualization. On the other side, auditory learners are comfortable and enjoyable to hear oral instruction, but they have difficulty with written work. Kinesthetic learners like to move and enjoy working with tangible object, they prefer to have frequent breaks and move around the room than sitting at a desk for long time.

For the statements above, the researcher can conclude that a visual learner learns best if they see what is happening and links to their understanding. On the other hand, an auditory learner will need to hear the input, while a kinesthetic learner will learn best if the learning involves physical movement.

There are some characteristics of young learners in general (Suyanto, 2007: 11), such as:

1. In general, children aged 5-7 years have egocentric attitude where their propensity love connecting what they learn or they do with themselves. They liked the subject matter related to their daily lives and surroundings, such as the topic using words or phrases, such as "My...: My family, my house.... They also give more attention to the words or phrases related to the objects he uses his or



even the members of his body.

2. Level One group of young learners, the age of 5-7 years is still difficult to distinguish the things concrete and the abstract. The dividing line between the real world and the world of imagination is not or has not been clear to them. They cannot distinguish something is real or not real. Concrete objects can easily be introduced to the students in English. These objects can be taught and packed in a song, for example, pointing to objects in the classroom, teachers also teach students to sing. Examples of these songs can point to that is in the class. This is the window, that is the door, that is the white board, and this is the floor. When the age of 8-10 years, they have been able to distinguish between fact and fiction, also can understand the abstract.
3. Children also tend to be imaginative and active. They also liked learning through games, stories and songs so that they will be more motivated to learn English even if indirectly. Learn to speak while playing a fun activity for the kids or often referred to as a time-out recreational activities.
4. Feeling bored easily, they have a higher concentration and short attention. To overcome learning activities should be varied and need to be replace every 10-15 minutes.
5. Children's lives full of color and enjoy. Activities and tasks are accompanied with attractive pictures and colorful, stories will make children happy. Children can also become enjoy if they learning with playing games, now days there are many kinds of game that can be implemented in learning process including multimedia games.
6. Last but not least, young learners are active thinkers who love to learn something directly (learning by doing), because learn the new knowledge for young learners is easy if they can interact with the object that they want to learnt.

Games can involve all the basic language skills, like listening, speaking, reading, and writing, and a number of skills are often involved in the same game (Lee, 1995). Games are student-centered in that students are active in playing the games, and games can often be organized such that students have the leading roles. There are many benefit of using variety games in language learning process. Games can connect to a variety of intelligences (Gardner, 1999) as follow:





- a. Games played with others involve interpersonal intelligence
- b. Games involving drawing connect with visual/spatial intelligence
- c. Games often have a hands-on element, such as cards, spinners, or pieces, which connect with bodily/kinesthetic intelligence.

From the statements, using games in language learning process is useful for the young learners, with games, they can interact with the object which conducting learning directly. It is suitable with Harmer's statement that young learners understand mostly in learning when they see, hear, touch and interact rather than from the explanation. (Harmer, 2010: 4). Besides that, children at 8-10 enable to move their hands freely and they enable play the games with the rules, because they have enable understand and obedient the rules of a game (Desmita, 2012: 80).

From the theories that have explained above, the researcher takes some theories as the grounded theory to know the psychology, language development of learning foreign language and skills for young learners at ages 8-12 years, such as:

Table: 1.4 Some theories of scholar based on teaching and learning process for young learners.

No	Scholar	Category	Theory	Note
1	2	3	4	5
1	Harmer, J. (2010: 14). <i>The Practice of English language teaching</i>	Young learners	<p>The young learners respond although they do not understand, they learn from everything around them.</p> <p>They understand mostly when they see, hear, touch and interact rather than from the explanation.</p> <p>They generally display a curiosity about the world and an enthusiasm for learning a language.</p> <p>They like talking about themselves and respond to learning that uses their lives as the main topic.</p> <p>They have a short attention span; they can easily get bored after 5-10 minutes.</p>	



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### Continuing

1	2	3	4	5
2	Ersöz, A. (2007). <i>Teaching English to young learners.</i>	7-9 years old	<ul style="list-style-type: none"> <li>• Low concentration span: Wide variety of activities needed.</li> <li>• Short memory: frequent revision is needed.</li> <li>• Logical-analytical: Asking questions Problems in sharing in group work.</li> <li>• Developing confidence in expressing themselves</li> <li>• Developing world knowledge</li> <li>• Limited motor skills (left-right)</li> <li>• Reasonable amount of input</li> <li>• Love stories, fantasy, imagination, drawing &amp; coloring</li> </ul>	<b>Language Focus:</b> <ul style="list-style-type: none"> <li>• Listening &amp; speaking</li> <li>• Vocabulary Items (concrete &amp; familiar)</li> <li>• New in Reading &amp; Writing (word to sentence level)</li> <li>• No Grammar Teaching or meta language.</li> </ul>
3	Ersöz, A. (2007). <i>Teaching English to young learners.</i>	10-12 years old	<ul style="list-style-type: none"> <li>• Longer attention span but still children</li> <li>• Taking learning seriously</li> <li>• More cooperation in groups and in pairs</li> <li>• Developed social, motor and intellectual skills</li> <li>• Learning strategies are used and Developing</li> </ul>	<b>Language Focus:</b> <ul style="list-style-type: none"> <li>• Listening/ speaking/ reading/ writing</li> <li>• Vocabulary Item (concrete &amp; abstract)</li> <li>• Grammar (inductive).</li> </ul>
4	Scott, Wendy A. & Ytreberb, Lisbeth H. (1990: 3-4) <i>Teaching English to Children.</i>	8-10 years old	<ul style="list-style-type: none"> <li>• Their basic concepts are formed</li> <li>• They have vary decided views of the world</li> <li>• They can tell the different between fact and fiction</li> <li>• They rely on the spoken word as well as the physical world to convey and understand meaning</li> </ul>	They can understand abstracts. They can understand symbols (beginning with words), generalize and



				systematize.
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Continue . . .

### Continuing

1	2	3	4	5
			<ul style="list-style-type: none"> <li>• They can make some decision about they own learning</li> <li>• They have definite views about what like and don't like doing</li> <li>• They have developed sense of fairness about what happens in the classroom and begin to question the teacher's decision</li> <li>• They are able to work with others and learn from others</li> </ul>	
5	Cameron (2001: 5) <i>Teaching Languages to Young Learners</i>		Learning language is dealing with topics children find familiar, such as family and friends or school life, his takes place when children mutter to themselves when undertaking various activities.	
6	Curtain and Dahlberg as cited in Musthafa (2000: 120)		Effective language instruction builds on topics and contexts that are relevant to the learners.	

### F. The Significance of the Research

The researcher does this research because this research is useful for the researcher self. Trough this research, the research know the use of interactive CD to carry out the process of learning, beside that the research know about the new media of learning English to make young learners feel enjoyable in learning.



Besides that, this research also useful for parents to help their children learn at home and be autonomous in learning English. Because with interactive CD, young learners able to playing game with learning English.

## **G. The Methodology of the Research**

### **a. The Objective of the Research**

Learning is important process of people to improve their knowledge, to understand in learning as a process of getting information about a concept or knowledge easily, learning can be implemented with media that appropriate with the learners' characteristics. Now days, there are many kinds of media which can be used to conduct the learning process, including multimedia. Multimedia is a media that combines two or more media elements such as text, graphics, images, sound and animation in an integrated way. Multimedia can be divided in two categories, such as linier multimedia and interactive multimedia. Linier multimedia is a multimedia which cannot be operated by the user. For example like a film or television. Meanwhile, interactive multimedia is a multimedia which completed with control system that can be operated by the user, for example like computer games application and interactive CD which containing of the material and exercises of a lesson (Munir, 2013: 114).

One of the most knowing interactive CD in Indonesia is produced by Akal Interaktif. With interactive CD which containing of materials or topic of a lesson, and the exercises that covered by the games, young learners able to study and playing the games at one time. In this thesis, the researcher wants to analyze the contents of interactive CD which produced by Akal Interaktif (series: English? No Problem!).

The question should be rise in learning English for young learners especially at 8–12 year olds with interactive CD by Akal Interaktif (series: English? No Problem!) is . . .

### **b. The Object of the Research**

The object of this research is CD interactive by Akal Interaktif series English? No Problem, the researcher analyzes all of contents in CD interactive by





Akal Interaktif series English? No Problem and divides the contents which appropriate with young learners at 8-12 year olds.

### c. The Method of the Research

The method of this research is qualitative research. According to Bergs (1989: 2) qualitative research this refers to the meaning, concept, definitions, characteristics, metaphor, symbols, and descriptions of things. Fraenkle, et al, states (1932: 426-427) that the characteristics of qualitative research are:

1. The natural setting is the direct source of data, and the researcher is the key instrument in qualitative research
2. Qualitative data are collected in the form of words or pictures rather than numbers
3. Qualitative research are concerned with process as well as product
4. Qualitative researchers tend to analyze their data inductively
5. How people make sense out of their lives is a major concern to qualitative researchers.

The type of qualitative method of this research is content analysis. Content analysis is considered a scholarly methodology in the humanities by which texts are studied as to authorship, authenticity, or meaning.

Fraenkel (2009: 472) states that content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications. Content analysis is considered a scholarly methodology in the humanities by which texts are studied as to authorship, authenticity, or meaning.

Krippendorff (1980: 51) noted that "much content analysis research is motivated by the search for techniques to infer from symbolic data what would be either too costly, no longer possible, or too obtrusive by the use of other techniques".

A case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program (Ary, et al: 29). Case study can be of an individual, group, site, class, program,



policy, process, institutions, or community. Case studies provide an in-depth description of a specific unit that may be selected because it is unique or typical or for a variety of other reasons. The unit is defined within specific boundaries, referred to as a “bounded system”. The goal is to arrive at a detailed description and understanding of the entity (the “case”).

In this research, the researcher just wants to analyze the contents of interactive CD by Akal Interaktif series: English? No Problem!, so the case study of this research is concentrate at one media of English learning for 8-12 years old English young learners.

#### **d. The Source and Type of Data**

In this research, the researcher collects the data in the forms of primary source data and secondary source data. Kothari (2004: 95) stated that primary data those which are collected a fresh and for the first time, and thus happen to be original in character. The secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process.

Based on the statement, the primary data that the researcher gets are acquired from the analyzing of the contents of CD interactive by Akal Interaktif series English? No Problem. While, the secondary data of this research that the researcher takes from the books and journals that support the theoretical view of the research.

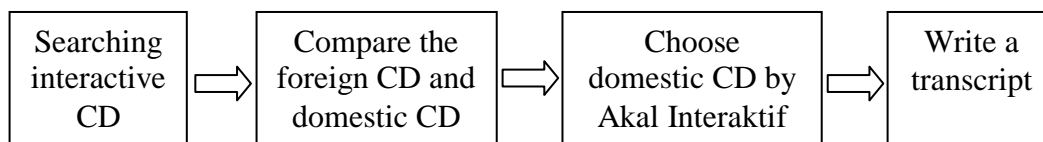
#### **e. The Technique of Collecting Data**

The data of the research can be collected through many ways, the data collection use to help the researchers in observing and getting the information or result of the research. The technique of collecting data that the researcher takes in this research, divided into some steps. The first is searching an interactive CD which containing of English learning. The second is playing an interactive CD by Akal Interaktif series: English? No Problem!, to know all the contain of it. The last step is write a transcript of all contents which in interactive CD by Akal Interaktif series: English? No Problem.

For making clear how the researcher makes collecting data as shown at bellows:



Table: 1.5 Steps of collecting data

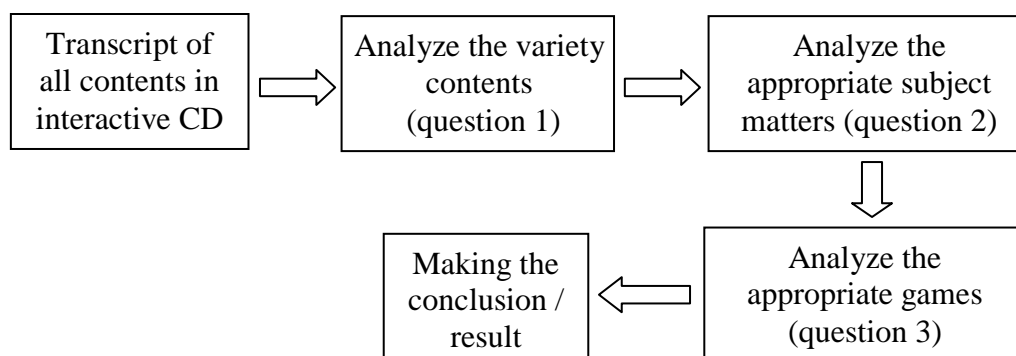


#### f. The Technique of Data Analysis

The researcher takes some steps and the first technique of data analysis is to collecting data, after collecting the data the researcher also takes from Miles (1992: 20) theory, related to the data analysis in qualitative research, says that there are three steps of data analysis: data reduction, data display and conclusion or verification. The first step is data reduction, it means the process of selecting, simplifying, and transforming the raw data. The second is data display which refers to organized information which allows the researcher to draw the conclusion. The last step is drawing conclusion as the result of the research.

In analyzing the data, the researcher writes a transcript of all the contents of interactive CD by Akal Interaktif series: English? No Problem!, as data reduction. The process of data display of this research, including the researcher will analyze the subject matters and the kinds of game which in interactive CD by Akal Interaktif series: English? No Problem. The researcher also will analyze the differences in each levels of interactive CD by Akal Interaktif series: English? No Problem that divided into three levels, such as easy, medium and hard level. Then the researcher will analyze the appropriate all the contents in interactive CD by Akal Interaktif series: English? No Problem, to young learners at 8-12 years old. The last step is drawing conclusion as the result of the research.

Table: 1.6 Steps of analyzing data





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## H. Previous Study

The writer has elicited the gaps of the same research in the previous researches. The first research is “Learning Interactive CD as Learning Media Based on Multimedia” written by Nur Hadi Waryanto. His study is limited to the implementation of multimedia as learning media. His thesis explained about how multimedia especially interactive CD able to learning media at school.

The second research is “The Use of Interactive Multimedia Computer as Learning Media to Improve Learning Motivation” written by Rosalia Hera. Her study is limited to the use of interactive multimedia by using computer to improve the students motivation in learning process, her study is implemented in the first grade of secondary school students.





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