TEACHING ENGLISH TO YOUNG LEARNERS

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ABSTRAK

Pembelajaran Bahasa Inggris bagi pembelajar muda merupakan hal yang penting untuk dilakukan. Hal ini mencakup lebih dari mengajar keahlian bahasa. Pada pembelajar muda, usia sangat penting untuk mendorong kecerdasan, fisik, emosi, dan perkembangan social mereka. Penelitian ini bertujuan untuk membuat silabus Bahasa Inggris bagi pembelajar muda. Untuk membuat silabus yang memuaskan, peneliti melakukan beberapa langkah yaitu (1) menganalisa kebutuhan dan bahasa peserta didik (2) membuat draf silabus (3) mengimplementasikan produk. Dalam hal metode penelitian, peneliti mengumpulkan data berdasarkan perencanaan, observasi dan tindakan, dan penerapan. Untuk mengetahui keberhasilan silabus, peneliti melakukan evaluasi untuk mengukur silabus dimana silabus tersebut dapat digunakan untuk mengajar pembelajar muda.

Kata Kunci: Pembelajaran Bahasa Inggris, Pembelajar Muda, Silabus.

ABSTRACT

Teaching English to Young learners is essential thing to do. It involves more than merely teaching language skills. In the young learners, age are extremely important to encourage their intellectual, physical, emotional, and social development. This study aims at designing a syllabus of English for young learners. To design satisfactory syllabus, the researcher did some steps; (1) analysing of learners' needs and language needs (2) drafting syllabus (3) implementing the product. In term of research method, the researcher collected data through process of planning, observing and acting, and reflecting. To know the effectiveness of the syllabus, the researcher did an evaluation to measure the syllabus where it was applicable to use in teaching young learners.

Keywords: Teaching English, Young Learners, Syllabus

INTRODUCTION

Learning is an essential process of life. In learning process teacher have to teach effectively his or her students. For effective teaching a good method and strategy must be adopted by a teacher because a good learning style should present the student with concepts, information that seems familiar and interesting. The effective attitudes and actions employed by teachers in the classroom can make a positive difference on the lives of their students because the learning of language depends on the way it is presented to the learner.

In teaching young learners, a teacher has many options when choosing a strategy to teach. What we teach and how to make the condition of the class effectively and help increase the students' skills. By knowing the teaching strategy at the class, the teachers may know how to treat and teach students English in the classroom successfully. It can also lead the teachers to select the materials which are appropriate to the ways students acquire the lesson. However in teaching English to young learners, teacher will find many problems in teaching language skills. It is not simple because of the language is a foreign language. To accomplish the lesson numerous techniques are used by teacher. They are used to increase the students' self esteem. However before deciding on the learning techniques certain aspects need to be taken into consideration such as the material to be taught and how it can be formed to fit into the different learning methods, the students to be taught and their details such as age, level of education and finally the conditions which the teaching is to take place.

In teaching English to young learners, age is seen as an essential moment to develop the language competence especially English. It will give positive contribution to them if in their ages the parents and the teachers cooperatively optimizing the learner's brain work. It is because the ability to absorb much information in their golden age is advanced. Based on the information above, this study will employ four skills of teaching English; listening, speaking, reading and writing. The skills can not separate each other in teaching English because the techniques will give good contribution to the English learners' ability. But the study will put listening techniques at the initial stage to be encouraged. It can be comprehended that both are essential factor in learning all subjects of the primary curriculum. It is a foundational to the development of other language skills. By providing the students with some idea of what they are going to hear and what they are asked to do with it helps them to succeed in the task, it also raises motivation and interest. The fact that learners are active during the listening, rather than waiting until the end to do something, keeps the learners busy and helps prevent boredom. The activity of listening technique which can be employed is listened a story. It is a productive skill in learning a language and significant to an individual's living processes and experiences as are the ability of seeing and walking.

Teaching English to the young learners involves more than merely teaching language skills. Both social and cognitive development of learners, as well as the linguistic, needs to be considered. The students need to develop a series of characteristics to enable them to fit into the society they live in. In the young learners' age are extremely important to encourage their intellectual, physical, emotional, and social development. They are naturally different from adults. They like moving and playing whereas adults seem reluctant to move and regard playing as childish. The children can absorb new things easily, but at the same time forget them quickly. Piaget in Suyanto (2007) said children learn from their own environment by developing what they had and will interact with what they meet around them.

As a consequence, children and adults also learn things, including English, in different ways. That is why, when it has been decided that English will be included in the school curriculum, whether it is as a local content subject or a compulsory one, the requirements needed for providing the lesson should be prepared. And need to design a set of syllabus and materials that closed to the young learners.

Teaching English in Indonesian face many challenges. Mustafa (2003) mentions three problems of teaching English to children:

1. The lack of the English language in real-life situations which would likely involve children in their daily life;
2. The way English words are written as apposed to the way the words are pronounced
3. There has been a persistent misconception about how children learn including learning a foreign language due to the lack understanding of who the children are.

Therefore an English teacher should create active learning condition and develop their technique to help learners communicate more effectively by considering suitable activities for each group of learners. And also he should create various kind of knowledge for learners. The reason is teaching is not a simple thing but it is a complex which required intellectual and practical capability. In order to achieve the target language to young learners, a syllabus should be designed effectively. Nunan (1988) says a syllabus is more localized and is based on the accounts and

records of what actually happens at the classroom level as teachers and students apply a curriculum to their situation. The syllabus is a great tool for students so they know what will be taught in the class. The sets content of syllabus is sequenced. The syllabus should present the goals, the teaching materials, and the teaching techniques recommended.

The syllabus is the main tools for teachers in teaching. According to Parkers and Harris (2002) the important functions of syllabus includes serving as a contract, serving as a permanent, and serving as an aid to students learning.

The next aspect is needed to be considered by teacher in teaching English is presenting the appropriate material to students. The English teacher should encourage the students' English skills with a good arrangement material. When the students are hesitant, the teachers need to be patient and show great interest by designing an appropriate material toward that problem. After designing the syllabus which handle by a teacher in leading the English class, a test should be employed. The test or assessment is essential to do because it can measure the process of teaching and what the students progress. The students get involved with the materials given or not. The aims of assessment are to improve the students' learning and establish what the students can do as learners. In teaching and learning process the assessment can be done in on going assessment and overall.

This syllabus, material development, and the program assessments and evaluation is grounded on theoretical consideration as follow:

1. Speaking is one of parents 'goal and student's wants in study English. Hence, course designer designed syllabus focus on speaking and fluency while building phonemic awareness and preparing students for study in a course book. The principle behind the syllabus is to get students to a level of understanding and high competence in the target language before they are introduced to it in a written form and before they receive grammar explanation. In that way, the students can already use the language but are just trying to understand the mechanics behind the language when they receive grammar instruction. Using game or content that is tied to different target language, the students can build communicative competence and vocabulary. The target language is based around what students need to communicate and what do they want to say.

2. Teach young learner some vocabulary will help them to speak soon. After children have acquired fifty or so words a sudden change often take place. Children simplify their pronunciation and at the same time start acquiring great many new words extremely quickly

3. Somehow, teaching young learner are different from adult. Young learners need specific term. Teaching children is different because they are still developing cognitively, linguistically, physically, and emotionally. So to teach English to children successfully, we need to take account of these and other characteristics in order to provide some of the conditions which will lead to successful outcomes. (Moon, 2005)

4. They love song, and fun. Teaching young leaner should be fun. A song is a good media for teaching English to young learners. If you are new to using songs you may think, why songs? Songs are great for many reasons. The melodies help the words stick into children's heads. Have you ever had a song stuck in your head you could not get out? The rhythm of the songs helps the children speak in a natural flow. Simply put, they are great practice! In addition, many ESL and EFL songs nowadays have built in actions and activities. Therefore, when we sing, "I brush my teeth", then we can do the action while we sing. This combination of singing and doing actions really helps stimulate the memory of the child. Oh, and it is fun!

5. I usually choose a song which I deem ok for my students' age –range (10-13 (and provide them with handouts of the lyric. I then play the song and ask them to listen to it and the same time try out the lyrics from their hand out.

Base on the important reason to study English we suggested by the linguists to teach English since early ages. It has already been established that children who learn a language when they are very young have a much better chance of not having a "foreign" accent when speaking another language. A research conducted at the University of Washington which focuses specifically on childhood speech perception, has noted that as we get older, it is harder to pick up additional languages with native-like pronunciation. Thus, one very compelling reason to start children off with another language at a young age is to give them the gift of a native accent here are additional reason why teaching language to young children is interesting. Here are the reasons.

1. Children love Enjoyment: Young children enjoy learning. They do not care if an activity

will improve their cognitive ability or motor skills. They just want to jump in and have a great time doing it.

This same approach is true for children learning a new language. We would never try introducing high school students to a foreign language via children's nursery rhymes, silly songs and hand puppets while sitting in a circle on the carpet. Yet, for young children, this is actually the best way to go about it because it makes language learning so much fun. It is amazing how quickly children will pick up a new language while having fun!

2. Introducing children to languages when they are young helps them accept the fact that there are many languages in this world and they should know it.

Speaking more than one language should not be treated as something out of the ordinary. It is simply an element of belonging to our global society. When young children are exposed to other languages and cultures at a very young age through books, videos, songs and objects, they will have the opportunity to feel comfortable growing up in a world where languages and cultures intertwine on a daily basis.

The two reasons above make teaching English is important to encourage to the young learners. It needs appropriate teaching technique to face the students' problems; minimizing the students' language interference and limited vocabulary, in acquiring the target language.

The scope of this study is the students in year 7 to 9 in "Rumah Baca Nusa". The children have a variety of language competency. Some students are quite hard to speak English and the students also difficulties in producing words or sentences at writing and speaking (pronunciation, spelling and grammar), it is caused by the learners' first language (Indonesia) has different structure or formation that make the learners tend to produce the target language as their first language. When speaking the target language, second language learners tend to rely on their native language structures to produce a response. That is one of the factors causing interference from Indonesia into English. Based on the identification of problems, this research focused on designing suitable English syllabus for young learners.

RESEARCH METHOD

The scope of this study is the students in year 7 to 9 of elementary school. They are taken randomly. This course is held in a place name "Rumah Baca Nusa". This place is located in a village in Central Lombok East Praya. Activities at "Rumah Baca Nusa" as follows;

1. Children read books anytime they want
2. Telling stories and writing competitions
3. Learn English.

They manage their own schedule. They study English twice a week. They usually take schedule on Saturday and Sunday.

The sequences of data collection are process of planning, observing and acting, and reflecting. The activities consist of formulating the problem, method, observation and reflection. In analyzing this research, the procedures that I used;

1. Identify the students' proficiency English.
2. Identify the students of parents' educational background
3. Making a lesson plan.
   Young learners should have fun with English. In the lesson plan will engage the students in enjoyable activities designed specifically for young learners.
4. Making an observation sheet, it is used to see the process of teaching learning concern to the method being used. The observation sheet draws through the table below:

No	Activities	YES	NO
1.	Students pay attention to the lesson attentively		
2.	Students work seriously		
3.	Students follow the interaction of the method applied		
4.	Students takes a part in the class		
5.	The one who had understood the material explains it to the others		

5. Preparing the teaching and learning activities

6. Taking observation by concerning what happened in the classroom during the process of teaching and learning.

No	Activities	YES	NO
1	Does the lesson plan works effectively?		
2	Does the material easy to catch to students?		
3	Does the activity encourage the students' target language?		

7. Evaluating and analyzing the whole data of   observation. The activity will accomplish on:

NO	ACTIVITY	MEETING						
		…………..		………		………		
1	Formulating the problem							
2	Action planning							
3	Teaching Implementation							
4	Observation and evaluation							
5	Analysis and reflection.							

DISCUSSION
Profile of Target Learners

In designing the lesson plan I put activities to help the young children receive information easily from a variety of sources. The children are Sasak. In their daily conversation, they use their mother tongue. Hence, sasak is their native language. They use Indonesian in the school only. In this case, teacher will not use full of English in teaching. Teacher should do understand to their cultural background. Teacher need explain them into Indonesian first, then to anticipate students misunderstanding, teacher plans to explain them by Sasak also without minimizing English as the target language.

For the successful teaching of English to young learner, it is essential things for the teacher to understand the young learners' characteristic. Moreover, It is not about their characteristic only but also instinct, and interest in their cognitive, linguistic and emotional aspect, because these will play a crucial role in how the teacher build a lesson, how he or she can make sure that young learner are fully involved in the learning process. In general, children's world is full of fun, and attractive. Teacher should consider many things in creating fun class and interesting teaching learning process. Here are list of young learner characteristics. As mentioned before, this course will be designed for teaching children age seven to nine. Teacher divided them into per each age level. Here they are:

The Seven-Year-Old
1. In daily interaction, they can study together with their friends.
2. Sometimes they like to be alone and
3. Play quietly.

The eight –year –old
1. Five of them often want to know the reason for things.
2. Enjoy group ply with simple rules and
3. Cheerful,
4. Outgoing,
5. Curious, but can also be rude.

The nine –years-old
1. They Enjoys being with groups of people of the same gender,
2. Enjoys team games ,
3. Likes memorization and like to collect thing.

This English group study English in their school. Even though English is one of extra material in their school, they are happy to follow English study group in Rumah Baca Nusa Membaca. Belong to their story; they enjoy studying English because they have big motivation in knowing English. They wants to understand English when they watch English cartoons, English song and they really want to speak to the foreigner. To me, spirit is the one important thing should students have in improving or digging their previous knowledge.

In implementing teaching material to the student, teacher should take look to student's language need and their language ability. Language need is language that student need in certain purpose, while language ability is dealing with macro and micro part of language. Macro is divided in four skills; these are speaking, listening, writing, and speaking. Then micro is such as grammar, and vocabulary. To know their language need and language ability teacher will use placement test to test them before they involve in teaching learning process.

Analyses of Learners Needs

As a Young Learner teacher has a very important role in the classroom. It needs responsible for learning. Children will learn if they understand what they are doing. They must understand the message in order to develop a new language. Consequently, in planning your classes, the materials should appropriate for the children's age and reality. It based on what the learners' needs. The teachers also have to comprehend a number of rules to create a good atmosphere in the classroom. The items need to encourage is;

- Positive relationship and learning environment between teacher and students
- Effective organization in the classroom
- Effective communication between teacher and pupil
- Appropriate support for children language learning
- Interesting learning material

Here, needs analysis refers to the activities used to collect information about students' learning needs, desires, and wants among others. Needs analysis refers to the formal process that focuses on the elements of requirements related to the goals, aspirations and needs of the users and/or the user community and feeds them into requirement analysis process.

Learner's Language Needs

In composing student' data we need to point out four urgent things. Those are parents' expectation, language need, language learning need, language objective need and language subjective need. In this part, I use interview to the parents' of student by giving them list of question as follow:

1. Do their children love English?
2. Do they children study English? Where
   - Where?
   - What level?
3. Why should their children study English
4. Do they thing their student are able to study English?
5. Do their children like study in group or individually
6. Do parents teach them English at home
7. In what way they thing English is important?
8. Do they have obstacle in asking children study English?
9. If there is an obstacle, do they find out how to overcome it?
10. How long student should take course, so they are able to speak English.

Course designer should stick on what language is student need to study. There are many kind of English use if it is based on need. It is called English for specific purposes. Here course designer will design language for young learner.

In identifying learner's language, course designer can do an observation to the student. Before joining the course, course designer ask student by delivering them such question like what class they need. Do they love study by singsong, play drama, study in group, or do they love study by hearing the story. Based on the answer from the children, most of them say that they love study by song, and the rest of them chose study in-group.

What information can we obtain from designing learners' objective needs? Learners 'objective needs draw what students are able to do after finishing course. It is clear that teacher, as a course designer should put this objective of study as important thing in designing teaching learning material. Learners' objective needs can be seen from theme of material provided by material designer.

A learner subjective is students' wants. What they want from the course. What language skill they want to study. It is important to know about subjective study. Because this information can change course design in the middle of program. Hence, before it is happened firstly it is better to know it earlier. To overcome this issues, teacher, use list of questionnaire and then give it to students.

Reflect to the information of subjective needs, the learners' has various subjective need which include the classroom tasks and activities the learners prefer. It is because it can influence the teaching and learning process. To encourage their vocabulary I make the students familiar with the target language by empowering language in the classroom. Then few activities that can be done with children to increase the student's vocabulary which is useful during teaching practice.

Syllabus Design

I asked myself what I could do to make lessons more motivating and interesting in order to engage the students and encourage them to participate and show curiosity during class. So for the first preparation I concern to formulating a good lesson plan. A good lesson planning is essential to the process of teaching and learning because it is the key aspect of effective teaching for what will happen in the classroom each day. It is also emphasis on a goal of lesson plan that gives benefit for students must integrate in objective for student learning, teaching and learning activities and strategy to check student understanding. It is important to realize that the best lesson is worthless if interesting topic not delivered procedurally because the comprehension level of students in the classroom based on what activities have applied by a teacher. The preparation of lesson plan will ensure the organization of the English lesson according to some criteria which make more effective in teaching. For this course, the units of teaching materials are presented in this paper. Each unit of work constitutes some communicative activities dealing with language element such as grammar and vocabulary, and skills. In this case, skill is focus on speaking.

In designing syllabus we should put two important points before go to the specific part of syllabus (Moon, 2005). These are Competency Standard and Basic Competency. Competency Standard is the qualification of students 'minimal ability which illustrates the mastery of knowledge for every subject. Basic competency is a sum of students' ability subject as the references for determining the indicator for competency in a subject. Here is the syllabus design includes language skill and its element;

Meeting	Language focus	Material	Target of ability (indicator of competencies)	Note	Time allocation
1-2	Item 1 Introduction and greeting	Kind of greeting such as good morning, hi, hello, good bye, etc. Introducing their self My name is…	Student can use kinds of greetings Student can introducing their self in front of the class	Teacher may use interactive method, leading the student by fun	
3-4	Item 2 Noun (things at school)	-Observing things at school -Observing things in the class room	Students can mention name of things in the class room	Teacher may use realia picture and games to create fun learning process.	

Here are general themes of topic material in the syllabus design;

Theme	Sub theme (learning materials)	Learning activities	Basic Competency	Communicative activities	Character building	Source
Introduction and greetings	Introduction our self Greeting	-Students listen to talk about greeting -Students perform to the class to introduce their self	To respond the meaning in transactional (to get things done) and interpersonal dialogue which used in the simple oral communication accurately, fluently, understandable to interact with the closes environment that involves: greeting people /friends, self introduction, others , ordering and forbidding somebody , to ask and to forbid.	-speaking -listening	-Showing interest and concentration -bravery -confident -concentration	
Noun	Things in the school	-students listen about things in school -students watch a video about things in school -students perform to	To respond the meaning in transactional (to get things done)and interpersonal dialogue which used in the simple oral communication accurately ,	-speaking	-Showing interest and concentration -bravery -confident -concentration	

		the class	fluently, understandable to interact with the closes environment that involves: mentioning name of thing, and know name of things around			
Color	Blues, white, yellow.	-students listen about color -students perform to the class -students read a short sentence -students tell about their house color	To respond the meaning in transactional (to get things done) and interpersonal dialogue which used in the simple oral communication accurately, fluently, understandable to interact with the closes environment that involves	-speaking	-Showing interest and concentration -bravery -confident -concentration	
My favorite things	Color, things	-students listen to a talk -students watch a video -students tell their favorite things	To respond the meaning in transactional (to get things done) and interpersonal dialogue which used in the simple oral communication accurately, fluently, understandable to interact with the closes environment that involves: mentioning color		-Showing interest and concentration -bravery -confident -concentration	
Review	Review			-speaking -writing		
Cardinal number	1-10	-students listen to a cd of cardinal number -students repeat what the teacher talked	To respond the meaning in transactional (to get things done) and -interpersonal dialogue which used in the simple oral communication	-speaking	-Showing interest and concentration -bravery -confident -concentration	

		about (number) -students perform to the class	accurately, fluently, understandable to interact with the closes environment that involves: mentioning number 1-10			

Assessment And Evaluation

The target students in this program are young learner for beginner. They are different in several cases. First are they having different ages, and they have different characteristic their educational background are the same and their family background as well. In daily Interaction during course, most of them like to study by sing a song while some of them like story. Based on this data, teaching materials are design based on student students wants, and need. I put some list of song in teaching material as a good media for teaching them. Beside singsong, they also love story. In this case, teacher should be creative teacher, teacher need to be a good storyteller.

Assessment is an activity in teaching learning process. if we do assessment, we should based on assessment system. The procedures of assessments are:

Formative Assessment. This type is occurs in the short term, as learners are in the process of making meaning of new content and of integrating it into what they already know. Feedback to the learner is immediate (or nearly so), to enable the learner to change his/her behavior and understandings right away. Formative Assessment is the most powerful type of assessment for improving student understanding and performance.

Interim Assessment. This assessment takes place occasionally throughout a larger time period. Interim Assessments can help teachers identify gaps in student understanding and instruction, and ideally teachers address these before moving on or by weaving remedies into upcoming instruction and activities.

This Summative Assessment . This assessment is the last session of assessment. Teachers/schools can use these assessments to identify strengths and weaknesses of curriculum and instruction, with improvements affecting the next year's/term's students. In this part of assessment teacher produce a kind of test. It is used for speaking and writing. Speaking test made of some of picture and then students asked to describe the picture orally. And for writing test, the same core type of test that is using picture, but in this test, students ask to write down jumble word under the picture into the right one. The range of score is based on the right number from those questions provided.

There is partial of an aspect should be described into several part. What we have to describe is based on the three major things. First is about student performance. A student performing is dealing to how students can prove that he or she already get the language sub skill from each unit have been teach. Second is performing criteria. This performance of student is in applying real action or practice about their language appropriately. The third is condition of performance. This performance express student ability in using language under circumstance or it might call as spontaneous action.

Making a list of preparation before test is necessary to do. Firstly, teacher should think to what of questions should be delivered to the students. After that teacher should prepare additional things which might need during test. For example, test for speaking, teacher need to prepare clear pictures, so then student can see it clearly and for writing test, teacher should pay attention to the jumble word provided, it must be In good number of alphabet.

Course Evaluation

In running the teaching learning, at the beginning I found that the students seemed enthusiastic in studying following the lesson plan. It was visible from the seriousness of students in following the instructions given. The result might be caused by I tried to create a positive relationship with the learners in the classroom interaction such as choose the simple words in explaining the materials, and paying attention to my tone. I tried to speak louder in the whole class in order to make the students can catch the content of materials.

The first I tried to explain all of the materials and instruction with English in order to familiar them with the target language. Nevertheless take long times in delivering each materials to a number of students because they have a smaller amount of repertoire words. That is why I frequently repeated the words and instruction based on the lesson plan, actually six of them could catch the materials easily and another did not get the same. They are a bit hard to know the meaning of the words uttered and did

not check their comprehension to the others. It might be caused by they are not their closed friends so they felt not confident to communicate it. And also the number of older students who

understood the instruction did not share their comprehension with younger students. Here is the result.

No	Activities	YES	NO
1.	Students pay attention to the lesson attentively	√	
2.	Students work seriously	√	
3.	Students follow the interaction of the method applied	√	
4.	Students takes a part in the class	√	
5.	The one who had understood the material explains it to the others		√

Based on the problem above, the next meeting I used gestures and demonstrated what I wanted children to do for giving instruction in mother tongue. After some time, children got used to instructions in foreign language.

To achieve the target language, I focus also on the students' pronunciation. It is significant aspect of communication. Regard this

point the students can catch the material very well and fun with the activity given but in takes times to handle the class. I prepare 45 minutes in one meeting but it was not effective. The reason is some of them need long time to understand the materials. Therefore I added 20 minutes in allocation time of teaching becomes 65 minutes. The result is listed below:

No	Activities	YES	NO
1	Does the lesson plan works effectively?		√
2	Does the material easy to catch to students?	√	
3	Does the activity encourage the students' target language?	√	

Based on the table, the activity ran in a good control to follow the learning instruction but concern on the allocation time the lesson plan did not work effectively. It is caused by some students need much time to understand with the target language.

CONCLUSION AND SUGGESTION

A syllabus is the main tools for teachers in teaching. A good syllabus design is essential to the teaching and learning process. The good planning will give effective teaching for what will happen in the classroom. So it is important to realize that the best lesson is worthless if interesting topic not delivered procedurally because the comprehension level of students in the classroom based on what activities have applied by a teacher. However I need an advance learning style and numerous activities to conduct the classroom are better. It is because from seeing the students' data need to adopt suitable teaching method before presenting the materials. Therefore it makes the students more motivated in learning and easier to grasp the lesson. I hope I can find more methods to improve the students' English ability through interrelated skills.

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