

## **THE EFFECTIVENESS OF TEACHING ENGLISH OF EYL COURSE IN ELEMENTARY SCHOOL**

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### **Abstract**

This study aims to describe the effectiveness of teaching English of EYL Course in SDN 07 Kota Bengkulu. It was designed as a qualitative research in which the data were obtained via interview and documentation. The data were also analyzed by applying main indicators and criteria in measuring teaching effectiveness. On the one hand, the indicators were consisted of mastery learning, student learning activity, management ability, and student responses. On the other hand, the criteria comprised time allocation and student motivation. The results indicated that the apprentice teacher of Muhammadiyah University of Bengkulu mastered in delivering lesson materials. Then, the students showed the different attitudes during attending the class of EYL. Some of whom were active and some tended to be passive. However, management skill of the apprentice teacher was not called to be well-structured yet. It was also observed from their ability to allocate time in delivering lesson materials of EYL. Additionally, motivation of the students mostly came from their perspective about English. Most of whom considered having skill in speaking English was very cool. In conclusion, teaching EYL in SDN 07 Kota Bengkulu is effective to conduct because both indicators and criteria have tendency to be positive, even though ability of the apprentice teachers are still not professional yet.

**Key Words:** *Effectiveness, EYL Course, Elementary School.*

### **INTRODUCTION**

There is no doubt that many people around the world are very familiar with English. One of the international languages is not only being used to communicate with each other in most western countries, but also people in most developing countries, such as Indonesia. Its peoples are motivated to learn English particularly via education activity. That is why English becomes the main subject of school curriculum in that country, even started from elementary level.

According to Zamzami (2019) the learning program is known as English for Young Learners (EYL) taught for school students aged between 6 up to 12 years. Young students are principally educated to learn language skills. However, teaching English to elementary school students necessitates to be studied in a more profound way to consider the effectiveness of education program. In this case, effectiveness is closely related to the level of achievement from an effort. Daryanto (2013) states

that effectiveness is regarded as an achievement extent of activities goals that those are conducted.

The term principally contains two main factors which possess a relation one another, such as learning goal and outcome. Anisa (2013) argues that effectiveness shows the relationship of objective and result. Setting goals will determine outcome of an activity carried out. This study measures the effectiveness of teaching activities at educational institution. Soetopo (2012) reveals that teaching conducts can be quantified in accordance with their effectiveness. It means that the targeted accuracy of a teaching process takes place for predetermined learning objectives.

Another suggestion is delivered by Bash (2015) saying that effectiveness connects with success of teaching based upon achieving learning purposes. Here, Suryaningrum (2015) also gives her opinion that effectiveness of teaching is able to be observed from achieving estimated time in accomplishing assignments, learning objectives, and teacher-students' participation in learning conducts. From some opinions explained above, the researcher can draw the conclusion that effectiveness of teaching refers to a measure of learning activity success, including the interaction process, both between teachers and students, or among students around educative situations to obtain the learning objectives.

This obviously expresses that teaching is a mayor activity strongly sustaining the process of transferring knowledge from educator (teacher) to learners (students). In other words, it is an essential conduct for the knowledge development, for instance English skill. Teaching is fundamentally established from scientific processes in educational system. Rajagopalan (2019) says that teaching is a scientific process including three principal components, consisting of lesson material discussion, communication, and students' responses.

The teaching aims to erect an effective environmental system in accordance with an education situation. Hasibuan and Moedjiono (2012) argue that teaching is an effort to create an environmental system showing the presence of learning process. Furthermore, Kunandar (2007) remarks teaching as a process of delivering cultural yields in the form of knowledge, experience, and skills to students. Several definitions lead the researcher to a conclusion that teaching is the activity of organizing the environment to make chances for students to carry out learning process in an effective way.

In the research context, teaching is expected to be effective for young students. Specifically, the program is English for young learners at the elementary school. In additional to be considered effective, the program always receives support from Government of Indonesia. Krisanti (2020) states that teaching English to young students is one way that can be implemented to make children have good ability to speak English better through time. By doing so, students at elementary level are expected to establish their own great enthusiasm and curiosity about

foreign language, such as English.

Government of Indonesia supports the learning program of EYL as additional activity for school students at elementary level. The decree of the Minister of Education and Culture (RI/No.0487/4/1992, Chapter VII) delivers that elementary schools can enhance some additional lessons to their curriculum as long as it does not have any opposites to national education goals. It is very advantageous for Indonesia when young generations have huge enthusiasm for studying English. The situation can help the nation absorb many kinds of knowledge from some study fields, for instance science, technology, and art.

Additionally, it can even build international relationships with other developing and rich countries. The condition gives large opportunity for teachers of young learners to create strategy in teaching and learning conducts. They are able to their own competence to select more effective method to deliver lesson materials in the program of EYL. It certainly eases them to reach some educational goals, mainly create young students to understand and use English well in their daily life.

In other words, a teacher has many options what to teach, how to create classroom conditions and help improve student skills. It can also lead teachers to choose appropriate materials in teaching and learning activity. The teachers of English course of EYL can make the students to know many things about English, both theoretically and practically. The presence of EYL course gives positive effect for the students at elementary level, that concern about the international language. It means that they can start getting basic knowledge about English more early and improve it step by step until they master the language.

However, teachers will encounter many problems in teaching language skills. There are some of young learners who assume that English is really new for them. This encourages the teachers to create method to establish their self-confidence. Then the other issue is about unqualified English teachers. It can become a barrier for the students of EYL to obtain knowledge and skills in English as expected.

Some of the problems fundamentally can be threat for the teachers to support EYL course program. They will face difficulties to reach educational objectives, particularly making young generations have better knowledge and competence in English. Therefore, from the background elaborated above, the researcher is very interested in conducting the research with the title of "**The Effectiveness of Teaching English of EYL course in Elementary School.**"

## **RESEARCH METHODOLOGY**

### **Design**

This study used a qualitative approach because the problems discuss in this study are not related to numbers, but describe and describe the Effectiveness of teaching English of EYL course in elementary school.

### **Subject**

Here, in this research, the subjects are students of Muhammadiyah University of Bengkulu who teach English courses at SDN 07 Kota Bengkulu and 28 elementary school students 07 Bengkulu city.

### **Instrumentation**

The instrument that has been used for the research is list of the questions interview.

### **Technique of Data Collection**

The data was analyzed through several steps, namely:

- 1) First researcher will interview by using a question format that is planned and submitted orally to respondents with certain objectives. Interviews can be conducted face-to-face with respondents or by telephone.
- 2) Second documentation, researcher will take from documents or records of events that have passed. Documents can be in the form of writing, sound/video recordings, pictures, or reports of someone like a notes while teaching.

## **FINDING AND DISCUSSION**

This chapter basically contains various explanations of research results that are adapted to the methods applied. In addition, there is an analysis conducted by the researcher on the results of research on the effectiveness of teaching English of EYL course in elementary school.

Data collection was carried out from March 15 to April 15 2023. Researchers collected data from two places. First at SDN 7 Bengkulu City and randomly selected students in grades 4 to 5 as the population and research sample. The two class of 2020 students who teach courses at the elementary school. The test is made according to the indicators and criteria for the effectiveness of teaching English. The item of the questions is created and used by Dona Meiryanti (2017) in her research and then adopted, modified and simplified according to the needs of this research.

### **A. The EYL Course at SD 7 Bengkulu City according to the Indicators of Teaching Effectiveness**

The results of this study were basically obtained through interviews with a number of informants, both students teaching English for Young Learners (EYL) from UMB and students from SD 7 Bengkulu City. In this case, several questions were asked which were adjusted to the indicators of the effectiveness of EYL learning. An explanation of the research results can be seen below:

## **1. Mastery Learning**

The interview began by asking a question to a student who had taught EYL at SD 7 Bengkulu City. The question relates to their views on efforts to improve students' English skills at the school. The apprentice teacher said that:

*"Kemampuan siswa di SD 7 masih perlu ditingkatkan. EYL sebaiknya diajarkan secara perlahan agar mereka dapat memahami dan memiliki kemampuan dasar bahasa Inggris yang baik. Pengajaran seharusnya diajarkan dengan metode yang menyenangkan."*

(Interview, May 5<sup>th</sup>, 2023)

From the statement above, the researcher can conclude that this EYL needs special attention from the school. The learning material certainly has a goal so that students acquire basic knowledge and skills in English. However, an important step that must be taken by teachers is the application of teaching methods that make students interested and enthusiastic about learning English.

On another occasion, the researcher also tried to ask questions to the students. Of course, this step was taken to gain insights about the EYL teaching that had been carried out by UMB students. The students' responses were that:

*"Menurut saya, ibu dan bapak guru dari UMB menyampaikan materi bahasa Inggris dengan baik. Kami merasa senang dengan para guru magang karena mengajar dengan cara yang menyenangkan. Kami sekelas sering diskusi dengan bahasa Inggris, tapi kadang-kadang campur bahasa Indonesia. Saya belum bisa 'full' bahasa Inggris."*

(Interview, April 8<sup>th</sup>, 2023)

## **2. Student Learning Activity**

The essence of other questions relates to the learning activities of the students of SD 7 Bengkulu City. On this occasion, the researcher asked questions related to student behavior while participating in English for Young Learners (EYL) learning. There was also a response from one of the UMB students regarding this topic is that:

*"Berdasarkan pendapat saya, para siswa berperilaku sebagaimana anak-anak di tingkat elementary school pada umumnya. Ada yang cenderung aktif dan antusias, tetapi ada juga yang sebaliknya. Mereka cenderung menunjukkan sikap pasif dan tidak semangat. Meskipun, sebagai pengajar sudah berusaha untuk menerapkan metode yang dinilai menarik."*

(Interview, May 8<sup>th</sup>, 2023)

The statement above illustrates that the behavior of SD 7 students in Bengkulu City is basically the same as students at the elementary school level in general. On the one hand, some students showed activeness and enthusiasm in participating in EYL learning. On the other hand, there are also students who tend to be inactive and less enthusiastic about participating in learning English even though several methods have been applied by apprentice teachers.

Furthermore, the researcher sought information from the students of SD 7 Bengkulu City. In this case, the questions given to the informants related to

their feelings about the EYL learning activities that had been given by apprentice teachers from UMB. The student's response was:

*"Saya merasa senang dengan guru-guru magang dari UMB dalam belajar EYL. Saya cukup mengerti dengan materi yang diberikan. Tapi ada juga yang sulit untuk dipahami. Saya pun akan bertanya dengan para guru tersebut. Tidak sulit untuk mendapat tanggapan mereka karena para guru sangat antusias menjawab semua pertanyaan yang saya tidak pahami."*

(Interview, April 8<sup>th</sup> 2023)

From the statements of the informants above, it can be concluded that there are students who think that the teaching activities carried out by apprentice students make them feel happy. This is due to the openness of the teachers in responding to questions from students at SD 7 Bengkulu City who do not understand the EYL material.

### **3. Management Ability**

The other important indicator in viewing the effectiveness of learning is the management ability of apprentice teachers at SD 7 Bengkulu City. The learning in question is English for Young Learners (EYL) and its development is heavily influenced by how educators are able to manage students so they can understand the content of learning. In an interview conducted with an apprentice teacher from UMB, the researcher obtained information related to the plan and mechanism for manifesting the EYL study plan. The informant responded that:

*"Setiap pembelajaran tentunya butuh yang namanya rencana, termasuk EYL ini. Sebagai guru magang, para siswa diberitahu rencana pembelajaran yang berkaitan dengan keahlian berbahasa, seperti berbicara, menulis, mendengar, dan membaca dalam bahasa Inggris. Untuk caranya sendiri diterapkan dengan memberi bahan bacaan berbahasa Inggris yang mudah dipahami oleh para murid di sekolah dasar."*

(Interview, May 9<sup>th</sup>, 2023)

The responses from the sources above provided information that the EYL learning activities carried out at SD 7 Bengkulu City were adjusted to the teacher apprentice's plan to build students' understanding of English language skills. In this context, the ability in question relates to the 4 language skills, namely listening, writing, reading, and speaking. The resource person also stated that learning was carried out by taking into account the level of education, where elementary school students were given material that was considered easy to understand.

### **4. Student Responses**

Another indicator that needs to be discussed comprehensively in this study is student responses during the implementation of EYL learning at SD 7 Bengkulu City. Therefore, the researcher tried to get important information from sources. One of them is a student who has carried out an internship at the elementary school. Based on his experience, the informant said that:

*"Umumnya peserta didik di SD 7 Kota Bengkulu terlihat antusias dalam mengikuti pembelajaran. Kondisi tersebut bisa jadi indikasi bahwa mereka memberikan tanggapan yang baik pada EYL yang diselenggarakan. Hal itu juga berpengaruh pada kondisi kelas yang aktif ketika belajar EYL."* (Interview, 9<sup>th</sup>, 2023)

The results of the interview above showed that some students exhibited their activeness in learning EYL. The students seemed active in following the lesson, such as trying to ask interns about things they didn't understand. This condition was considered very positive because it built the activity of students, especially in SD 7 Bengkulu City, to participate in EYL learning.

Furthermore, the informant from the apprentice teacher provided information that a number of students showed their activity by asking certain questions about the material, but some did not. Some of the students were passive to participate in EYL learning.

*"Sama halnya dengan murid-murid pada pelajaran lain, ada murid yang aktif dan antusias. Tapi ada juga yang banyak diamnya di kelas. Mereka tidak mau bertanya meskipun tidak memahami materi. Kondisi ini cukup sulit bagi pengajar karena tidak sesuai dengan harapan. Guru berharap semua murid dapat berusaha aktif agar mendapat ilmu pengetahuan yang disampaikan."*  
(Interview, May 9<sup>th</sup> 2023)

From the statements of the informants above, it can be concluded that the students' responses were not the same in their participation in EYL learning at SD 7 Bengkulu City. This is common in the learning environment at school. On the one hand, there are students who respond during learning. On the other hand, there are also students who do not respond in learning, such as not having the desire to ask questions when they do not understand the learning material presented.

In accordance with the student's opinions above, it can be concluded that there are SD 7 students in Bengkulu City who are happy with apprentice students from the Muhammadiyah University of Bengkulu (UMB) who provide EYL teaching. According to this source, the students delivered English material well and in a fun way. One of them is to open space for discussions in English, although not fully.

## **B. The EYL Course at SD 7 Bengkulu City according to Criteria of Teaching Effectiveness**

### **1. Time Allocation**

One of the main criteria in implementing teaching and learning activities is time allocation. In this context, EYL learning at SD 7 Bengkulu City has been carried out with a certain time allocation by UMB students who do internships at the school. The researcher also found out the importance of time allocation in EYL learning by interviewing several sources. One of the informant said that:

*"alokasi waktunya pas, dibilang kepanjangan gak, dibilang kependekan juga gak tapi untuk durasi mngajar per pertemuan itu ada kadang waktunya gak cukup karena ada aja penambahan saat di dalam kelas membuat waktunya tidak cukup ."* (Interview, May 9, 2023)

From the statement above, it proves that teachers must also be able to use time and make schedules that are considered effective. This has an impact on the effectiveness of students to acquire knowledge in EYL material. However, apprentice teachers are generally not fully able to arrange a structured time allocation so that it affects students' acquisition of EYL material.

## **2. Student Motivation**

Motivation is an indication of whether or not a learning material is interesting. One of them is material about EYL. Motivation will build the activity of students in SD 7 Bengkulu City to take part in learning. To find out this condition, the researcher interviewed one of the informants who is an apprentice teacher from the Muhammadiyah University of Bengkulu. In this regard, he stated that:

*"Para siswa di SD 7 Kota Bengkulu ini umumnya terlihat termotivasi untuk belajar bahasa Inggris. Bahasa ini dianggap keren sehingga kebanyakan dari mereka menunjukkan semangat dalam belajar. Motivasi juga tergantung dari guru dalam mengajak siswa untuk belajar EYL dengan cara yang menyenangkan. (Interview, May 9<sup>th</sup>, 2023)*

The statement above shows that the motivation of students depends on several things. In the context of this study, one of them is the general view of English itself. By being able to speak English, someone is considered cool at SDN 7 Bengkulu City. Besides that, apprentice teachers are generally able to take persuasive actions so that most students have great motivation to learn English for Young Learners.

### **Discussion**

By obtaining the research results, the researcher can conduct in-depth discussions related to the topic of the effectiveness of learning English for Young Learners (EYL) at SD 7 Bengkulu City. The first important thing to discuss is mastery learning. This is an indicator of effectiveness in learning EYL in elementary schools. In this case, apprentice teachers generally try to demonstrate their ability to master the material to teach EYL to students at SD 7 Bengkulu City.

Students are taught EYL material by apprentice teachers who have knowledge that is considered good. Some of them are able to manifest teaching activities with fun methods so that students can absorb learning material as expected. Although indeed, the EYL teaching activities carried out did not fully use English. However, this occurs commonly at various levels of education in Indonesia, especially at the elementary school level.

At least, the students of SD 7 Bengkulu City already have basic knowledge of English and are expected to be able to influence their use of English in the future. This result is also in line with the conclusions of Ria Angraini (2023) in her journal *"Berdasarkan hasil tes dan observasi yang dilakukan oleh para pengajar di tim DeaR\_3nglish course telah menghasilkan siswa yang memiliki ketertarikan dan kemauan terhadap Bahasa Inggris sejak dini. Dengan begitu maka saat diterapkannya Bahasa Inggris sebagai mata pelajaran wajib atau menemukan Bahasa Inggris di jenjang pendidikan selanjutnya, siswa diharapkan sudah siap dan kenal terhadap Bahasa Inggris sehingga pelajaran pun akan lebih maksimal dan berguna dalam kehidupan sehari-hari"*. Another supporting factor is the teaching method used by apprentice teachers from UMB. By applying this method, students feel happy with the existence and way of teaching apprentice teachers. The good acceptance of students from Elementary School 7 in Bengkulu City shows that the intern students have good mastery of the material.

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Then from the indicators of EYL learning activities for SD 7 students in Bengkulu City, the effectiveness of learning is assessed as running like a normal school. Student behavior in participating in learning and teaching activities is different. On the one hand, there were students who seemed to participate actively in receiving EYL lessons carried out by apprentice teachers. On the other hand shows a different behavior. There are a number of students who choose to be passive when EYL learning takes place. So in teaching and learning activities for EYL material displays different behavior from students at SD 7 Bengkulu City.

Another indicator in discussing the effectiveness of EYL learning in elementary schools is management ability. This indicator becomes very important when it is related to the effectiveness of learning, one of the EYL materials. This management ability builds students' enthusiasm for learning English. In this study, management skills were shown by apprentice students from UMB by providing knowledge about language skills, such as listening, reading, writing, and speaking. The material provided is of course organized into easy-to-understand categories for students at the elementary school level.

Then the effectiveness of EYL learning at SD 7 Bengkulu City can be seen from the perspective of the students' responses. Knowledge of EYL material is well absorbed if the teacher can teach in a fun way. In the context of this research, the apprentice students have tried to apply their teaching abilities. However, it is difficult to change the general opinion, as not all students have a high desire to learn EYL. In other words, some students feel happy with learning EYL with a fun method of delivering material.

The next thing that needs to be discussed is the criteria in supporting the effectiveness of learning. Based on the results obtained by the the researcher, the time allocation carried out by students who did internships at SD 7 Bengkulu City was considered to be ineffective. This condition is caused by teachers still wasting a lot of time by discussing other issues so that the limited time allocation at school does not provide optimal results for the development of students' English skills. This is of course very effective if applied professionally, but with an overview of conditions such as the results of this study, the time allocation does not make EYL learning at SD 7 Bengkulu City

said to be not running effectively.

There are also other criteria in assessing whether EYL learning at SD 7 Bengkulu City is effective or not is student motivation. In this case, some students in the elementary school are motivated by their views on English itself. Their ability to speak English makes them feel cool. This is a supporting factor for students to take part in learning activities with English for Young Learners (EYL) material.

## **Conclusion and Suggestion**

### **Conclusion**

After conducting discussion about the data related to the effectiveness of EYL learning in SDN 7 Bengkulu City comprehensively, the researcher can provide conclusions the teaching that has been carried out at SDN 7 Bengkulu City has been effective. It can be elaborated both indicators and criteria of EYL learning. In this research, the apprentice teacher from University of Muhammadiyah Bengkulu applied teaching methods and mastery of EYL which both help the elementary students at understand the subject matter.

### **Suggestions**

In accordance with the conclusions elaborated above, the researcher can provide constructive suggestions about the effectiveness of EYL learning in SD 7 Bengkulu City, as follows:

- The researcher expects that the apprentice students at English Language Department University Muhammadiyah of Bengkulu can increase the duration of teaching and management skills, as well as the allocation of study time. Thus, EYL can be regarded as effective materials for the students at elementary school in developing their language skills.
- The researcher expects that other studies will discuss profoundly about English for Young Learners (EYL) from different perspectives to refine this research.

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