TEACHERS’ PERSPECTIVES TOWARD SUCCESSFULNESS OF ENGLISH LANGUAGE TEACHING TO YOUNG LEARNERS

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ABSTRACT
In response to the need of qualified teaching English in primary level, successful English teaching has become a crucial and challenging issue. This exploratory case study examines the perspectives of teachers regarding successful English language teaching for young learners. Data of this study was collected from multiple interviews with seven English teachers teaching in five Islamic Integrated Elementary Schools in Bogor that offer English as an additional language (EAL). The findings reveal that the participants of this study had relatively the same understanding or perspectives on teaching English for young learners on eight criteria among the nine criteria of successful English language teaching to young learners. It was also found that five criteria had 100% agreement and were in line with the theories of successful teaching English to young learners. There was one criterion that had 57% inline result. There were three inline criteria which were relatively the same amount with 86%. Therefore, the other criterion was not in accordance with the seven respondents with 0% agreement.

Keywords: Young Language Learners, Teaching English to Young Learners, and Teachers’ Perspectives

INTRODUCTION
The dissemination of English as an International Language (EIL) has contributed to enhanced excitement for English learning in places where English is used as a Foreign language socio-politically in Asian contexts such as China, Indonesia, Korea, Saudi Arabia, and Japan (Lestariyana and Widodo, 2018). Besides, the usage of English as a foreign language may enable elementary and higher education learners to study English for practical purposes in today’s highly globalized ‘pressured’ environment (eg. Completing an English exam or taking part in an English-medium class (Wedell and Alshumaimeri 2014; Widodo 2016). Consequently, it is no surprise that English has been part of the primary English curriculum in Asian countries where English is taught as a foreign language.

In the Indonesian context, since 1994, English is implemented as a subject in Indonesian primary schools. It is still debatable as regards as its standing as a subject of the local school (Hawanti 2014; Zein 2017). On the other side, a group of enthusiastic parents would like their children to learn English in primary schooling. This demand for parents is motivated by a great concern among parents who have a positive attitude towards learning English at an early age and looking to better and brighter education for their children. Consequently, the discussion of successful language teacher at the primary level become a great concern to meet the demand.

LITERATURE REVIEW
Teaching young learners is not as easy as pie; it is not for simple or straightforward. As Cameron (2001, p.1) states that although children’s view of the world is not complicated as an adult, teaching languages to children needs all the skill of the good primary teacher in managing children and keep them on task, also knowledge about language and language teaching and learning. Some criteria indicate a successful English language teaching to young language learners. These criteria are gathered form many resources and most of them are dealing with good classroom practice. A successful English language teaching to the young learner is indicated by (1) the joyfulness of the learners; (2) Young language get the
meaning from what they are doing in the activities; (3) teachers teach what young language learners need; (4) the children are active and motivated use English even very little they know; (5) English is used in the instructional processes; (6) various strategies and media are needed; (7) presents useful expression and routines which allow the children to actively make sense of new language from familiar experience and provide a space for language growth; (8) translation is less important; and (9) well-prepared lessons and activities which is written on a lesson plan.

All teachers must feel dilemmas about their teaching, successes, and failures. Adcock and Patton in MacNaughton and William, (2004 p. 6) state that these dilemmas are increasingly born of tensions between teachers' beliefs (perspectives) and practice. Perspective is an emphasis or view (Hutchison & Charlesworth, p. 37). Thus, perspectives on ELT are any emphasizes or views about language teaching and the perspective of success teaching English to YLLs is the way how the teachers perceive or view successful teaching. Viet (2014) in her study entitled Teachers’ Belief and Practices Regarding Task-based Language Teaching showed that there was a significant gap between teachers’ current beliefs, intentions, practices, and the general principles of TBLT identified in the literature. In the same way, Retnowati (2009) mentioned the gap between theories on language teaching and learning and practice. She found three factors causing the gaps between language teaching and learning and the practice, that are, teacher’s lack of understanding of the theories, teachers’ lack of skill in implementing the theories, and teachers’ unwillingness to equip themselves with the knowledge. Thus, she suggested any further research to present the real perception of Language Teaching and Learning. Due to the inappropriate perceptions toward English Language Teaching to Young LL, or the gaps between teachers’ perspectives and the teaching practice often occur, it is important to conduct this study. By conducting this research, the dilemmas of EYL teachers about their perspectives and the success of ELT are hoped to find them right away or the bridge for the gaps by giving any recommendation for further research or any follow-up training for the English Teachers for Young Language Learners.

**Characteristics of Young Language Learners**

Scott and Ytreberg (1995, p.1) have grouped children into two, the five to seven-year and the eight to ten years olds which have different characteristics. However, some others have different grouping, such as Slattery and Willis (2001, p. 12) state that young learners are children between 7-12 years old while below 7 years old categorized as very young learners.

In the Indonesian context, however, the category of a young learner is referred to as the National System of Education Act No.20/2003 item (1) of Article 6. All Indonesian citizens between seven to fifteen years old are obliged to enter basic education. Students who are between seven to twelve are classified into elementary school level.

Children have their own culture—ways of doing things—which are different from that of adults. Given this thinking, children should be treated and appreciated in their own right (Mustafa, 2010, p. 121). Moreover, Scott and Ytreberg (1995) generally children of five to seven understand direct human interaction. Their understandings come through their experiences such as through touching, seeing, and hearing. They have difficulty in knowing what is real and what is not real but children of eight to ten have been able to tell the differences of fact and fiction. They have very short attention and concentration span. They enjoy playing and learn best when they are enjoying themselves.

In other words, Slattery and Willis (2001) mention some characteristics of 7-12 young learners, those are: they are learning to read and write in L1, they are developing as thinkers, they understand the difference between the real and the imaginary, they can plan and organize how best to carry out an activity, they can work with others and learn from others, and they can be reliable and take responsibility for class activities and routines.

Scott and Ytreberg (1995, p.3) proposed the characteristics of the upper eight children in detail, as follows:
a. General Characteristics
- Their basic concepts are formed. They have very decided views of the world.
- They can tell the difference 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 the meaning.
- They can make decisions about their learning.
- They have definite views about what they like and don’t like doing.
- They can work with others and learn from others.

b. Language Development
- Understand abstract
- Understand symbols (beginning with words)
- Generalize and systematize

Teachers of English for Young Learners
Teachers of English for Young Learners perform differently in their way of teaching. Twelve characteristics should be embedded to the teachers of EYL (Thompson, 2011 cited in Harmanto, 2011, p.3). The characteristics of teachers that Thompson mentioned are displaying fairness, having a positive outlook, being prepared, using a personal touch, possessing a sense of humor, possessing creativity, admitting mistakes, being forgiving, respecting students, maintaining high expectations, showing compassion, and developing a sense of belonging for students. In short, if these characteristics are owned by a teacher, successful teaching will be made.

Suyanto (2009: 33 cited in Sikki et al., 2013, p. 145) classify teachers of English to young learners in Indonesia into three types, namely: 1) classroom teachers who have not been to English teaching college, 2) English teachers who attend English teaching college but have no experience working with children, and 3) teachers who have English background and experience of working with children. Research that was conducted by Sikki et al., (2013) showed that most of them are teachers who have been to English teaching college and who have no enough experience teaching young learners. So, it can indicate that most of them do not have knowledge and skill in teaching English to young learners. They may not be provided with the skill and ability to create suitable learning, to use various methods and strategies in teaching young learners, to create useful materials, to make English accessible to very young learners, and to use a song, story, and poem in teaching young learners. Nevertheless, English teachers to young learners should offer learners enjoyable and active roles in the learning experience to help young learners develop and practice English and use multi-methods and strategies in teaching, etc.

The teacher is the ultimate factor in determining the success of a program. Based on the rule of the Ministry of National Education Number 16 of 2007, four competencies must be owned by the teacher: pedagogic, personal, social, and professional competence. In other words, teachers are required to have competence –knowledge of how to teach, knowledge of students, how to interact, and how to manage to teach.

To the extent of teaching English to young learners, Musthafa (2010, p. 120) also delineated five requirements that should be fulfilled by teachers for young learners, they are as follow:

1. Teachers of young learners should know who children are. The teachers should know the characteristics of young children, and also their language development.
2. Teachers of young learners should know how children learn. As it is mentioned previously above, young learners have distinct characteristics that affect the way children learn. For instance, young learners have very short attention and concentration span. They enjoy playing and learn best when they are enjoying themselves (Scott and Ytreberg, 1995, p.2). Thus, the teaching activity should fulfill those characteristics.
3. Teachers of young learners should know how children learn a language. Young learners acquire a language from direct
contact with the language in use, including observing and participating in literacy practices.

4. Teachers of young learners should know how children learn a foreign language since English is considered a foreign language in Indonesia, the language use limited to the classroom context (Brown, 2001). It means that teachers become the source of children’s exposure to the language. Therefore, teachers need to be fluent in the language. Simple classroom instruction, communication during the lesson ideally conducted in the target language.

5. Teachers of young learners should be able to facilitate students’ learning. By applying various techniques as well as media, the teachers are supposed to be able to facilitate their student’s learning.

Successful English Language Teaching for Young Learners

There are some criteria for successful English language teaching to young learners that were gathered from some references. Those criteria are:

a. Young Language Learners enjoy the teaching activities presented by the teachers. Since children will learn something when they enjoy what they do. Scott and Ytreberg (1995, p. 3) support these statements, “Children love to play and learn best when they are enjoying themselves. Also, Luciana (in Cahyono and Emaliana, 2014, p. 163) points out that the enjoyment that the students get during the learning process will motivate and encourage them to keep making progress.

b. Meaningful activities. YLL gets the meaning of what they are doing in the activities. As Cameron (2001, p. 40) states, “Teachers must take the responsibility for checking whether their pupils understand the language being used and the purposes of the activities being carried out.”

c. As stated in the previous page, teachers teach what YLL needs. Cameron (2001, p.1) views successful teaching as those that are turned to the learning needs of pupils, rather than the demands of the next textbook unit, or the interest of the teachers. Therefore, if the need for English for the name of family members has been introduced, then the teacher has fulfilled the students’ need to introduce their family.

d. The children are active and motivated to use English even very little they know. They are such active learners, processing new experiences, asking questions, trying things out, experimenting, practicing over and over until they master new skills (Tizard and Hughes, 1984 in McIvain, 2005, p. 4).

e. Children are good imitators; therefore, to motivate them to use English, teachers should use English in the instructional processes. To support this statement, Harrmer (2007, p. 83) says that teachers need good oral skills. Mustafa (2010, p.123) also supports this by stating, “The functional use of English during the instructional time should be carried out consistently to provide learners with opportunities so that they can see for themselves how English is being used for communicative purposes with their teachers.”

f. Due to short concentration and attention span, variety is a must. Variety of activity, variety of pace, variety of organization, variety of voice, (Scott and Ytreberg, 1995, p. 5). Generally, various methods and techniques are needed. Research by Shinde and Karekatti (2012, p. 76) has proved that teachers’ teaching methods and use of various techniques are affected by their own beliefs about teaching/ learning. The present subjects gave very interesting responses to the items related to teachers’ beliefs about the use of various teaching methods and techniques for teaching English. Besides, the class must provide a variety of media, children love something colorful like pictures, something cute like puppets, energetic like singing songs; therefore, successful teaching will be supported by using various media (Mustafa, 2010, p. 123)

g. The class which presents useful expression and routines also one of the criteria of the successful English Language Teaching to Young Learners; since children will be accustomed to
h. The translation is less important. Since English is a foreign language, it is a great challenge for English teachers to teach it well, students have very little exposure to use English unless in the classroom. Many teachers use their daily language to show or explain what they are going to teach, however it cannot help the students to get the meaning by themselves. As posted in Farrell and Jacobs (2010, p. 54) A well-meaning teacher in India believed that the use of the L1 should be avoided and that potentially difficult vocabulary should be taught. Without translation children can get meaning themselves; indeed, research on the brain highlights that our brains seek meaning (Jensen, 2008 in Farrell and Jacobs, 2010, p. 59).

i. Teachers know what to teach and what to do. A lesson plan is a must in the teaching activity. A successful language teaching must be a well-prepared thing. Although sometimes the situations cannot be predicted, the teacher must have a plan as well as coincidental ideas for different situations. As Harmer (2007, P. 156) states that a plan helps to remind teachers what they intended to do especially if they get distracted or momentarily forget what they had proposed.

The nine criteria of successful teaching English to young learners above are the reference theories that will be compared to the teachers’ perspectives of how they perceive teaching English to young learners. The purpose of this study to examine whether the teachers’ perception of successful English Language teaching is in line with the criteria proposed in some literature. The teachers’ perspectives will be identified by comparing it with the criteria of the successful English language teaching to young learners proposed by some experts. The findings of the study may contribute to a better understanding of how the English subject as local content is implemented.

**METHOD**

This exploratory case study was conducted in five primary schools, specifically as Islamic Integrated Elementary Schools in Bogor, the West Java Province, part of Indonesia. The information of these five schools was obtained from the Local Department of National Education in which these schools implemented English as a local content school subject. These schools were selected because they have a strong commitment to the implementation of English. One of us visited the schools and met with the school principals to negotiate access and recruit English teachers. Finally, seven English teachers were invited and recruited as the research participants of this study.

Seven teachers teaching at Islamic Elementary School, both full time and part-time, were interviewed to participate in this study. The participation of these teachers was voluntary, and their ages ranged from 21 years to 25 years. The experience of these teachers in English teaching was varied, from 3 months to 3 years, and in a different location. All of the teachers have the same educational background, they went to the English education program. Even though there were not trained to be English teachers for young learners, they have gotten the subject which especially trains them to be a good English teacher for young learners in the 8th semester. Therefore, they were likely to have a basic understanding of English teaching for young learners.

Over two months, the empirical data were collected through multiple semi-structured interviews. The interview guidelines were used that included interview questions related to the criteria of successfulness of English Language Teaching for young learners. The participants were coded as Teacher #1, Teacher #2, Teacher #3, and so forth to maintain participant anonymity. Bahasa Indonesia was used during the interviews to get richer and deeper information about the
participants’ opinions and views on successful language teaching for young learners.

FINDINGS AND DISCUSSION
The present study was designed to explore teachers’ perceptions toward successful of English Language teaching which is proposed by some experts and line with the literature. Drawing on semi-structured interview data, nine themes are presented along with the supporting data: (1) enjoyable activity, (2) meaningful activities, (3) students’ need, (4) students are active and motivated using the language, (5) English exposure, (6) variety of activity, strategies, method, and media, (7) routines in the classroom, (8) Translation is less important, and (9) lesson planned. These themes shed some light on the practice of primary school English and to enhance the quality of English teaching in primary school levels.

Teacher #1
Teacher #1 believed that a situation which is not boring, make young learners enjoy and create their enthusiasm are the situation for making the young learners learn best. Regarding the appropriate activities for young learners, she had her view about it, elementary students should be taught by using physical activities and with the supporting facilities. Teacher #1 explained: “It should be fit with the school condition, in this case, the students’ level of ability, and also the school facilities, the school where I’m teaching is “medium” in facilities. Elementary students should be taught by using physical activities and with the supporting facilities”

(Interview excerpt T1)

To comment on the statement above that students’ level of ability is being a consideration in providing activities for young learners, it is not supposed to be like that. As discussed in the previous chapter that teachers for young learners are expected to have their characteristics, some on them are having a positive outlook, possessing creativity and maintaining high expectations (Thompson, cited in Harmanto, 2011, p.3). Therefore, all students should be regarded as having the same abilities, but may have different attitude to English, it is the matter of teachers’ creativities in serving the students to grab their interest. Furthermore, the notion of physical activities for teaching young learners is being relevant to the theory, Total Physical Respond is the most technique used to keep the class going.

When providing activities that are meaningful, she thought that the young learners should be first interested then they will be output that is they get what they done means. The English materials that she thought will be benefit for the young learners are vocabularies about things around and simple dialogues for daily conversation. Making students active and motivated were seen to be one of the criteria for successful teaching. She strongly agreed that teachers for young learners are expected to expose English as much as possible in order to make the students familiar with the English use in class. In teaching English to young learners, she thought that teachers are expected to provide variety in teaching English, namely variety of activities, techniques, media, etc. She said that, “A teacher is expected to be creative in making the teaching not to be monotonous. Since young learners are easily bored and their good concentration is limited. So, variety of activities or media will help them not to be bored or lost their concentration because of too long doing something.”

(Interview excerpt T1)

She perceived that English routine is important to make students get used to using English. She used mother language or daily language or Indonesian in her teaching, she argued that not all students understand about what they are learning by them without knowing the meaning from the daily language. She stated, “Not all students understand what they are learning themselves, so providing mixed language can be a help.”

(Interview excerpt T1)

Meanwhile, the theories explain that children can get the meaning themselves. Responding about this, it cannot be judged that this is wrong, for English is not used widely in every occasion in Indonesia, used only in the class. Discussing about this, Shin (2006, p. 4) states that English teacher should spend class time focusing on the target language rather than spending time
trying to find meaning of expression which comprehensible in English

**Teacher #2**
Teacher #2 explained that comfortable and quiet situation is the best situation for young learners to learn. Teacher 2 stated, “Situations which are comfortable and quiet usually make young learners learn well.”

*(Interview excerpt T2)*

However, it is nearly impossible to make young learners quiet all the time. Even older learners, they are so energetic, they do a lot of physical energy; thus asking them to stand still is going to be so much challenging for children. The important thing to make students learn is that make them enjoy the learning process.

She viewed activities like doing task on the books, discuss with groups and using games will be appropriate for teaching English for young learners. She said that, “Doing task, discussing with groups, and using games are good activities for young learners.”

*(Interview excerpt T2)*

On the other hand, group discussing for young learners is so high expectation at all. Nevertheless, it is not impossible to make them discussing but just remember that children have still high egoism.

Besides, she said that the students should understand what they are doing. The materials that she thought to be appropriately taught and useful are about fruits and vegetables, animals, daily activity, time, sport, etc., in sort, it is vocabulary teaching. She perceived that active students who ask a lot and involved in activities and motivated students who eager to learn are showing that the teaching is successful. She agreed that the exposure to English is important. She said that providing variety is very important in teaching young learners, in order they are not bored and tired when the process of teaching. Games and songs with interesting media like pictures; videos were often used by her in teaching English for young learners. She also believed that routines in English is important in creating successful English teaching, because it can make students familiar with English. Although in the previous point she said that exposure to English is really essential, she sometimes do translation, she argued that using two languages is better, because she thought that students will understand more when teachers use both English and Indonesian as she said, “For elementary school student, it is better to be balanced in using English and Indonesian”

*(Interview excerpt T2)*

It cannot be denied that most of teachers in Indonesia do mixed language because of many reasons, whether the position of English, the teacher, or the learner factors. This perspective widely affect teachers that may become one of reasons why most Indonesian students failure in mastering English.

Answering how she made her teaching well planned, she regarded lesson plan or RPP as an important thing to create an effective teaching and well planned to reach the aim of teaching.

**Teacher #3**

The perspectives of Teacher #3 on teaching English for young learners will be discussed in this paragraph. She believed that joyful situation and not too noisy can make young learners learn best. Teacher 3 explained: “Situation that the teacher can present the teaching joyfully and the learners are not too noisy”

*(Interview excerpt T3)*

Actually, noisy is a common thing in the young learners’ class but it should be under teachers’ control. But, when young learners enjoy what they do, they will learn something, as Luciana (2014, p. 163) points out that the enjoyment that the students get during the learning process will motivate and encourage them to keep making progress. Games are meaningful activities, therefore she thought that games were appropriate activity for young learners and they should understand it. In addition to appropriate activities, not only games, other activities like singing can also be meaningful to them. She said that what elementary school students need was vocabulary; she taught vocabularies about thing around to her students for it can be useful for them. Just like other teachers, she had the same view that active and motivated students indicates
that the teacher has created successful teaching. She notes that a motivated student is one who never absent from class. Teacher 3 said, “Motivated students are who always do their tasks and never be absent in the class.”

(Interview excerpt T3)

Giving Comment to the statement ‘Student never absent attending classes’, it seems to be right but it is not the point. In this case, a motivated student in learning English is seen from the way he/she learn English to master the skills.

She believed that it is important for teachers to expose English in class. She stated that in order making students are not feeling bored when learning teachers are expected to bring variety to the class, such as variety of activities with games, variety of media like flashcards, pictures series, etc. She viewed English routines are good for making the students familiar with English and use it as the second language. However, she translated English to Indonesian when delivering lesson to make students understand more. Teacher #3’s statement as below:

“I do using Indonesian in order to make students understand more about what I’m talking.”

(Interview excerpt T3.)

As have been discussed in the previous, translating cannot help the students to get meaning by themselves. The last, she explained that by preparing anything before class will make the teaching run well, thus she continues that lesson plan is so much important.

Teacher #4
As the other teachers’ perception, Teacher #4 believed that the situation where the class is quiet, joyful, inquire students enthusiasm for asking and responding are the best situation to make students learn well. She said that activities which are appropriate are the activities that use new methods and the students should understand what they are doing. Her statement is stated below:

“Activities that good for young learners are activities that use new method.”

(Interview excerpt T4)

To argue, there’s no method either old or new methods are the best. The point is that the teacher are supposed to present meaningful activities to the students by not only new methods, but there are may be various effective methods for teaching young learners, such as by using games, storytelling, songs, etc.

The materials for teaching English for young learners about things around are good to make students know things around them in English. She viewed that if the students in the class are actively ask and respond to teachers’ questions and also motivated, eager to learn will indicate that the teaching is successful. She also believed that exposure to English is important to make English mastery of students, yet she didn’t use English all the time because she wants to make students understand. She thought that variety is essentially important to create students interests in English. She explained, “Variety is certainly important to create students’ interests such as variety of activities by using games and songs, and media just like word wall.”

(Interview excerpt T4)

As argued, students’ interest is based on what they see the things, on how they feel what they do; therefore, the statement above is well related to the theory which believes on young learners characteristics who have short concentration and attention span, love something colorful like word wall, cute like puppets, and energetic like songs and games.

Furthermore, she said that English routine is so important to be provided to make students familiar listening to English, then they will get used to practicing it. The same with the other teachers, she did translating English into Indonesian and vice versa to make students get the meaning clearly. She argued,

“I don’t use English all the time because I want to make my students understand about what I’m speaking clearly.”

(Interview excerpt T4)

Although young learners are not expected to be fluent English speaker, but in this stage, they are good imitators, so in order to motivate them to learn English, teachers are expected to use English in the instructional processes.

Responding to question about how they make their teaching well planned, she
said that RPP will make teaching well planned and it is one of the nine criteria for successful English teaching for young learners.

**Teacher #5**

Being asked about her opinion about situation that young learners learn best, Teacher 5 answered, "Joyful, cheerful, active and sometimes noisy situation will make young learners enjoy learning and they learn best."

*(Interview excerpt T5)*

The statement above shows that her perspective on how young learners learn well is the appropriate view where children love to play and learn best when enjoying themselves.

Teacher 5 has her own opinion on appropriate activities for young learners, those are activities which direct the students to experience or practice English directly and it is meaningful. Her answer about what kind of meaningful activities that can be brought to the class was direct practice as the best activity for language learners. She explained, "in my opinion, the appropriate activities for young learners is by providing activities that help children experimenting or direct practice using English."

*(Interview excerpt T5)*

Direct processing the language or the young learners directly experience the new language will be such meaningful activities as long as teachers check whether their students understand the language being used and the purposes of the activities being carried out. Supported by Cameron (2001, p. 40).

The materials that she believed to be taught to young learners is English daily conversation because students are directed to be able using basic English in this age. She also believed that one of the most things that indicate that the teaching is successful is that the students are active and motivated, they actively answer teachers’ questions and do what the teachers’ instruction well, and actively answer teachers’ questions and do what the teachers’ instruction well. She believed that exposure to English in learning and teaching is important to create successful teaching. Yet, she did not much use English to expose English to her children. She argued, "Because not all students are good in English and have plenty of vocabularies, therefore, for them who has difficulty understand English, will be helped by using their daily language."

*(Interview excerpt T5)*

Precisely, the exposure to English will provide the vocabulary enrichment to the students, and provide opportunities to use English so that they can see how English is being used for communicative purposes with their teachers.

She stated that all teachers were expected provide variety in teaching young learners. She continued, "Because in a class teachers have big numbers of students, more than 20 students, so everything should be prepared well as well as the variety of activities, techniques, methods, or media."

*(Interview excerpt T5)*

The issues about number of students in class is become a problem in language teaching so far. As we know, many state elementary schools have even 40 students in a class, how would the language teaching effective? She had a good view that providing variety of activities, techniques, methods, or media will be kind of a problem solving.

To make students get used to listening and using English and familiar with their language use, providing English routines is a kind important aid. She sometimes translate English and Indonesian when delivering lesson. She explained as below: "When the students get difficulties to get the meaning even I have given some clues, giving them the real meaning in Indonesian is a choice."

*(Interview excerpt T5)*

To translate is not forbidden but it is less important. Without translation children can get meaning themselves as long as teachers give efforts on it. For the last point, she said that making RPP is one of the indicators of successful teaching. "My preparation is by creating RPP, learn the material that I am going to teach first, make sort of list of activities from the easy one to difficult one and relating it to their daily activity."
Teacher #6 believed that young learners can learn if the situation is under control, besides the numbers of students in a class also determine either the students can learn or they cannot, and it is also influenced by facilities of the school. She emphasized that providing activities for teaching English to young learners the teachers should be energetic and the activities which is followed by games in appropriate for young learners. Then, the activities should be meaningful to them. The activities that she believed appropriate for young learners are the vocabulary enrichment, basic conversation. She also taught grammar because she just done what the book instructs. She explained, “…but now according to book source or the handbook is much about grammar. Indeed, in the 3 grade, grammar has been taught, so we as teachers confused about it”

Teacher #6 also stated that grammar will be useful for English for young learners teaching. Teacher 6 explained, “I think it will be useful someway, because in the 6 grade, the students will have reading comprehension”.

On the other hand, young learners shouldn’t be taught grammar somehow, even though the book instructs to teach grammar, teachers might have denied it or find another book source which is appropriate for young learners.

She said that active and motivated student will indicate that the teaching is successful done, she perceives active students are responsive, when there are questions they answer it or they directly ask when they have questions, if there is a physical activity, they involve in the activity actively. A motivated student that she perceived is one who active, happy and enthusiastically doing tasks given by teacher. She said another indicator of successful teaching is good exposure to English. Yet, she uses both English and Indonesian in teaching English. She stated, “I use both English and Indonesian because the level of students is different, sometimes when we teach grammar it was so difficult to use English”.

Once, providing exposure to English is not based on the level of students, it just the matter of making them familiar with English. Henceforth, grammar is not worth being taught to young learners.

She understood that young learners are easily bored; so that variety is all important. She believed that activities that make students move freely should be provided, furthermore, different techniques of teaching different skills are needed. Visual media were seen as the most appropriate media for elementary school students like pictures, or written object. English routine is essentially important to her, for students will be familiar especially with the common expressions of English. She did translation because she thought that students’ level of proficiency is different, make students understand is the point of teaching English. She said that, “Back to the previous questions, because students’ level of proficiency is different, so don’t be students, even a student do not understand what we are talking about or what they are learning.”

As has been discussed in the previous stages, translation is less important, teachers are expected to give their effort to not doing translation to make students understand directly without making them chance to get the meaning themselves.

Lastly, lesson plan was an important thing to her, by preparing basic administration as lesson plans or RPP and Syllabus the teaching will be well prepared, besides, RPP made her readily teaching and when forget something she could look up the RPP.

Teacher #7

Just like the other teachers, Teacher 7 thought that young learners can learn best if the situation is quiet and supported by adequate facilities for learning and teaching. Teacher 7 said, “Learning by doing can be worth activities when teaching young learners. So, the young learners will enjoy the learning like they are playing”
Learning by doing can be meant as learning in the playing activities. Therefore, since playing is an activity that students love, they may learn something from it.

For the English material, she just teach what have been existed in curriculum in this case is on syllabus, specifically vocabulary teaching. She viewed that vocabulary must be useful for young learners. Active and motivated students are important for the indicators of successful teaching, in her views, active students are they who do the task well and on time, and also ask questions about the materials that teacher teach, besides, motivated students are they who learn English diligently and have a good spirit on it. Although the exposure to English is important, she said that it was hard to use English all the time because many things. The thing that becomes issue in teaching English is teachers and students’ English proficiency. She believed that in teaching young learners, variety is needed in order the young learners are not bored, thus, he media is much needed for any techniques. She stated that English routine is important to make students get used to speaking and listening to English. However, she also does translation; the reason is that to make students understand more about what they are learning. As has been discussed in the beginning, it cannot be said that this is wrong, for many reasons, like the culture context, teachers’ proficiency, or students’ readiness in learning English, and more.

Responding to the question how she creates her teaching well planned, she thinks that RPP is an important thing in teaching. She confessed, “Before teaching, I prepare everything is needed when the teaching process.”

From the statement above, it can be concluded that well preparation including media preparation is needed in teaching English for young learners. This is what all teachers tend do if they want to create a successful teaching English for young learners, for teaching young learners is not easy as pie; it is not simple or straightforward.

From the description above, by using the interview guide, it has been known that the participants of this research have relatively the same understanding or perspectives on teaching English for young learners. All the teachers do translations in their teaching activities. The whole findings according to the nine criteria of successful teaching English for young learners will be shown the following paragraph.

Sortly, there were five criteria that had 100% agreement and were in line with the theories of successful teaching English to young learners. There were one criteria which had 57% in lined result. There were three in lined criteria which are relatively the sama amount with 86%. Therefore, the other one criterion was not in accordance with the seven respondents with 0% agreement. The finding result on the teachers’ perspectives is presented in the following chart.
Based on the data analysis and research findings, it can be shown that the participants of this research had relatively the same understanding or perspectives on teaching English for young learners. On the other words, the participants’ perspectives were in accordance with the eight criteria of teaching English to young learners and the other one was not.

There were 57% participants whose perspectives that they believed that student should enjoy the activities in order they can learn well were in line with the first criteria of successful teaching English for young learners which was the students enjoy the activities.

This result leads us to a broader discussion about the important of meaningful activities for young learners. 100% participants agreed that teachers are expected to provide meaningful activities. The activities that they perceived as meaningful activities were activities with physical movement, games, direct practice, and learning by doing or playing.

The result showed that 86% believed that vocabulary and simple dialogues are the primary need for young learners and it was in line with the third criteria which was successful teaching provide students’ needs.

From the result of this study showed that 100% participants agreed that active and motivated students are one of the indicators of successful teaching English for young learners was in line with the third criteria which was the children are actively and motivated using English.

The result from the study also revealed that there were 86% participants whose perspectives are in line with criteria that believed in teaching English for young learners, exposure to English is important. The most reasons are to make the students familiar with the use of English.

The research findings showed that variety is a must in teaching English for young learners, there were 100% participants answered that teachers’ are expected to provide variety in teaching. Most of the reasons was due to children are easily get bored so they believed by varying activities, strategies, methods, or media it can be decreased. Their beliefs were in line with the criteria.

The result from the study showed that 100% participants have the same view about English routines; they believed it would be important to make young learners get used to using English. Therefore, their perspectives were also in line with the criteria.

The finding showed that 0% participants whose perspectives were in line with the criteria. All of the participants do translating English into Indonesian or vice versa in delivering English lesson to their students. The reason was only to make students understand. This perspective was not in line with the criteria of successful teaching English for young learners in which theoretically translation is less important.

At last, regarding to the important of lesson plan in teaching English for young learners, it showed that 100% have perspectives which was in line with the criteria. Lesson plans as they believed will help teachers run the teaching well.

CONCLUSION

Based on the findings of the research, it can be made some conclusion that were supposed to answer the research question of this study. The conclusion are stated below:

The result from the study revealed that there were five criteria that had 100% agreement and were in line with the theories of successful teaching English to young learners, those criteria are (1) provide meaningful activities, (2) children are actively and motivated using English, (3) variety of strategies, method, and media, (4) provide routines in the classroom, and (5) lesson planned.

There were two criteria which 86% participants had in line perspectives with the criteria of successful teaching English to young learners. The criteria are (1) provide students’ needs and (2) good exposure to English.

Learners enjoy the activity was one of the criteria of successful teaching English for young learners which had 57% participants whose perspectives was in accordance with the criteria of successful teaching English for young learners.

It was also found that none of participants (0%) whose perspectives were in line with one criterion of successful
teaching English for young learners which proposed that translation is less important in teaching English for young learners.

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