

Awareness on Elementary Schools English Handbook: Teaching Material Appropriateness Survey Research

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| ARTICLE INFO | ABSTRACT |
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| <p>Article History: Recieved : 23-11-2021 Revised : 01-05-2022 Accepted : 26-06-2022</p> <p>Keyword: Awareness; English handbook; Teaching material.</p> | <p>This study aims to investigate teachers' and students' awareness on elementary schools students' English handbook in terms of the students' need and interest. It was a survey research involving 5 teachers of English and also 120 fifth grade students at Madrasah Ibtidaiyah Negeri II Palembang. A likert scale questionnaire was distributed as the instrument which was validated and tried out to determine the rigor of the instrument. The data was analyzed by using descriptive analysis. The finding revealed that dealing with elementary schools students English handbook, the teachers tended to <i>disagree</i> that that it was designed based on childrens' need and interest at the aspect of teaching material, but they <i>agreed</i> that the English handbook fulfilled students' need and interest in terms of teaching and learning process. Then, students tended to <i>agree</i> that their English handbook fulfil their need and interest. Teachers tended to <i>agree</i> that they need to do some adaptation when using the handbook. Dealing with expectation, teachers tended to <i>strongly disagree</i> that there should be both evaluation and improvement given by the government related to the use of the elementary schools students' English handbook. In contrast, children tended to <i>agree</i> that government should evaluate and improve the use of elementary schools students English handbook.</p> |

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INTRODUCTION

The teaching of English at elementary school level was firstly initiated by the Ministerial Decree No.060/U/1993 (Depdikbud, 1993) in which by the existence of the decree, the 1994 curriculum was used. Under the 1994 curriculum, English, like others such as Handicraft, Vernacular Languages, and Local Arts is an elective subject which is included in the curriculum as one of the local content subjects. By having the regulation, English is taught starting from the fourth grade to the sixth. Some other schools even start earlier from

the first grade to the sixth (Iskandar, 2015). Then, the current curriculum is the 2013 curriculum in which provincial autonomy was launched elementary schools in Indonesia has been under the local government. In other words, it was the provincial autonomy to use English as a local content or not. Therefore, with the regulation some elementary schools in Palembang used English as a local content subject while others do not. In addition, Ahid (2013) mention that in the 2013 curriculum, the development is the central government's authority, except for special subject which is developed by a certain school. Even though the syllabus is from the central government, the teachers still have the authority to design a lesson plan and develop the materials given for operationalizing in learning.

Children learn language in different way from adult. They do not have reason in learning language as adults do. Adults learn English to get the benefit of being able to communicate in English. Children are interested in learning language eventhough they do not have reason to learn it. Ashworth and Wakefield (2005) even mention that all young children are highly motivated to learn language. On the other hand, during the implementation of English as a local content subject at elementary level, Gunawan and Suharno (2008) found that teacher's lack of understanding concerning EYL teaching and learning principles.

Singleton (2003) claimed that according to many young learners specialists, an early start does not guarantee the success of language learning. It is the availability of suitable conditions which tend to determine a successful foreign language learning for children (Moon, 2004; Nikolov, 2000; Rixon, 2000). Further, Moon (2005) concluded that children are capable of learning langugae especially when some important factors are considered before beginning to learn English early. Enough time, appropriate materials and curriculum, well trained and competent teachers are the factors which influence them to learn English.

On the basis of the above discussion, it can be concluded that one of the factors contributing for a successful language learning is teaching material especially when classroom is the only place where language exposure happens. Therefore, stakeholders, especially teachers of English should really pay attention to the appropriateness of the teaching material which suit to the students' need and interest.

Considering that teaching material use is important aspect in language learning, then the purpose of this research is 1) teachers' awareness on elementary schools students English handbook in terms of the students' need and interest, 2) students' awareness on elementary schools students English handbook in terms of the students' need and interest, 3) the handbook implemention to the teaching process, 4) teachers' expectation related to the use of the elementary schools students English handbook, and 5) students' expectation related to the use of the elementary schools students English handbook.

LITERATURE REVIEW

Teaching English to Young Learners

On the basis of his finding, Panjaitan (2000) mentions that English teaching application cannot be said effective due to qualified human sources limitation. Husein (2014) also shares similar idea in which he found that some of the teachers at elementary school have English education background, problem comes up because they do not teach English based on the EYL teaching and learning principles. Further, Karani (2006) found out that only 30% of the EYL teachers were very proficient and proficient in English, and only 10% performed joyful learning using songs, stories, games, and media. Teaching young learners

is different from teaching adults. According to Klein (2005), young children tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults to do things that appeal to them.

In order to support English language teaching in the classroom, teachers should have some competencies, especially the competencies to teach English to young learners. Linse (2006) mentions three characteristics of competent EYL teachers. The characteristics are as follow: (1) YL teachers need to have a very good language skills because they provide the main language input for children who may have limited exposure outside the classroom. They need good interaction skill in order to use the kind of activity based and interactive methods which seem most suitable for young learners. They also need a flexibility to be able to adjust their language to the children's level. Knowledge of English so they can provide feedback, and a rich knowledge of the culture so as to get children interested, (2) YL teachers need a knowledge of how children learn foreign languages and appropriate teaching strategies for teaching English so as to create interest in learning English, and (3) YL teachers need to have knowledge of children's cognitive, linguistic and emotional development as these impacts on their foreign language learning.

In addition, Swain (1985) in Nunan, (1988) mentions that language acquisition occurs through the process of figuring out how the language works, making and testing out hypotheses about the language which stresses the importance of giving learner opportunity of practicing the target language. Therefore, learners need opportunities to use and experiment with the new language. During the process, mistakes are viewed as natural and inevitable part of language learning. In addition, language acquisition occurs through social interaction, through having to use the language with others in authentic communication setting. In other words, teachers of English should give the opportunity to use English from a very beginning starting from a very simple utterances especially when considering English as a foreign language in which classroom often becomes the only one where students are exposed to it.

Therefore, in order to create a positive English learning experience to children, government should facilitate the process by firstly giving teachers training on how to teach young learners well. As it is stated by Schindler (2006) mentions that the goal of early language teaching is to keep them interested to learn English for the rest of their lives. If their first experience of learning English is unpleasant, they may grow up with negative feeling toward English. In addition, Husein (2014) also adds that EYL teachers should keep improving their professional development. They should actively participate in English teaching forums, any significant professional activities and discuss with proficient EYL people.

Learning Material for Teaching English for Young Learners

During the implementation of using English as a local content subject for 26 years, there are some problems dealing with the implementation of teaching English as a local content subject in Indonesia. Iskandar (2015) summarizes several research studies done by researchers from different parts of Indonesia, such as in Jogjakarta (Arikunto, 1997; Kartini, 1999), South Sumatra (Anggraeni, 1998), East Java (Mandalika, 1997), and Bengkulu (Wahdi, 1995) which found similar finding that it was the teachers' lack of understanding of the concepts of local content which becomes the main obstacle in the implementation of teaching English as a local content subject. Therefore, they were not capable of providing teaching materials which suit the students' environment. He further states that teachers' lack

of understanding of the concepts of local content is exacerbated by the fact that the national standards do not provide any explanation about the background rationale for assigning English as a local content subject in Indonesian primary schools. Teachers may have different beliefs and perception towards this status of English and consequently will affect their teaching delivery.

In addition, Supriyanti (2016) also shares similar idea, she said that only some provinces that provided some curricula which were locally made and were different from one another the at early years of the implementation of the policy. She also mentions that there had not yet been a nationally developed curriculum for all elementary schools which was badly needed for the newly introduced subject. Finally, she says that in the early years, teachers and those involved in the English provision need some guideline from experts on the teaching of English.

Le (2005) states that materials become a crucial role in exposing learners to the language where classroom is often the only source of English. Similar to the above idea, Coltrane (2003) stated that children's early phase of language learning can create positive attitudes and a lifelong interest in the language if it is done appropriately. Therefore, curriculum and materials should provide learning experiences which are motivating, suited to students' cognitive and linguistic levels and take account of their special instincts and preferred ways of learning.

The teaching material was made by the contents in the 2013 curriculum for English lessons. Most teachers use available handbook to use during the teaching and learning process. In relation to the teaching material, Moon (2003) shares that teachers' conditions vary in at least three ways: 1) some teachers have access to a range of coursebooks and supplementary materials to choose, 2) some have to follow a prescribed textbook, and 3) some others do not use or do not have course books and produce their own materials. Yet, most of them have access to at least one course book. However, textbooks are made for general students and not specially designed to meet certain needs, while in creating own materials, teachers face some problems like the limitation of times, the lack of money, the problem in expertise and experience, limited self confidence, and the limited source and reference materials.

Therefore, based on these problems, She suggests several solutions to these common problems, they are: 1) Involve students in cutting, gluing, and in doing other practical jobs. They can also make the illustration for teachers. This will be beneficial because students would really feel that they are really involved in designing their learning materials and they will also get the chance to use the target language. Furthermore, teachers will have the benefits of having more materials produced, 2) Work together with other teachers from the same school or even from the same district would overcome this problem. Some cards or worksheets can be reused by laminating them so they will last longer, 3) Be confident and have the willingness to try to design the materials. Those who have very little experience can always adapt materials and activities from the course book and modify them a little, 4) Get together with other teachers from the same school or other teachers from other schools locally in order to gain ideas is always a good one to try. Joining teachers group to develop professionalism is another option. Taking out subscription of a teacher's magazine then share the cost with other teachers would also be beneficial. Last but not least, teachers can always get so many useful activities from the internet by browsing several sites to get pictures or 65

Journal of English and Education. The pictures are theme-based arranged, and therefore easy for teachers to choose which suit their needs, and 5) Do all the designing and adapting the materials regularly will gradually develop teachers confidence in creating their own materials.

Moon's idea is related to Shin (2006) who suggests that students are needed to be involved into activities with visuals, realia and movement. To have a more fun learning, they even can be involved in the creation of the visuals and realia. He further states that since students have short attention span, it is also good to move quickly from one activity to another activity since they tend to feel bored easily. As children get older, their concentration ability will also increase. In addition, he also mentions that the use of stories and contexts that they have experience with in L1 could help them connect completely a new language with the background knowledge they already have.

Dealing with the teaching of grammar for young learners, Linse (2005) claims that grammatical patterns are troublesome for young EFL learners. They can be introduced through more fun activities including TPR activities to give young learners a measure of control over both form and function. For example, in order to teach the concept of prepositions "under", teachers may facilitate students with some materials, such as a table, chair, book, pencil, and a piece of paper. Similar to the previous idea, Ashworth and Wakefield (2005) state that all young children are highly motivated to learn language. Meaning that children may love English as long as teachers commit to provide them with interesting material and enjoyable learning environment.

METHOD

Research is a systematic approach for finding answers to items. The researcher conducted a survey research; a cross sectional survey research. Creswell (2012) claims that survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people in order to describe the attitudes, opinions, behaviors, or characteristics of the population. In this procedures, survey researchers collect quantitative, numbered data using questionnaires or interviews and statistically, analyze the data to describe trends about responses to items and to test research items or hypotheses (Creswell, 2005). In relation to the previous idea, Nunan (2013) also mentions that surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics. Surveys of community attitudes, opinions, and practices on many subjects, from current voting intentions to eating habits, appear in the popular press with monotonous regularity (Nunan, 2013). Nunan (2013) states that surveys are the most commonly used descriptive method in educational research, and may vary in scope from large-scale governmental investigations through to small-scale studies carried out by a single researcher. The purpose of a survey is generally to obtain a snapshot of conditions, attitudes, and/or events at a single point in time.

Site and Participants

The population of the study were teachers of English and the fifth-grade students of Madrasah Ibtidaiyah II Palembang in the academic year of 2019/2020. There were 5 teachers teaching English starting from the 1st to the 6th grade of elementary school at Madrasah Ibtidaiyah II Palembang. They all were involved as the sample of the study. Another sample was the fifth-grade students which consisted of five classes. By considering their age, the

fifth graders were able to respond to the questionnaire given and they also had learned English since they were at the 1st grade in which the researchers expected that they could share their experience in using the teaching material used. There were 120 students taken from V.1, V.2, and V.3 who were selected using purposive sampling technique by considering that the three classes had quite similar average score on English.

Data Collection and Analysis

The study used questionnaire as a means of collecting the data. The questionnaire distributed to teachers measured: 1) the teachers' awareness on elementary schools students English handbook in terms of the students' need and interest; 21 items dealing with teaching material and 15 items dealing with teaching and learning process, 2) the handbook implementation to the teaching process; 3 items, and 3) teachers' expectation related to the use of the elementary schools students English handbook; 4 items. Meanwhile, Students were given questionnaire which measured: 1) students' awareness on elementary schools students English handbook in terms of the students' need and interest; 13 items, and 2) to measure students' expectation related to the use of the elementary schools students English handbook; 6 items

The respondents were required to respond to a likert scale questionnaire to the answer the research items. It was a lecturer-made questionnaire which was designed with likert scale starting from strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1). The instrument was firstly validated by experts. The researchers asked them to give feedback and modification where necessary before it was distributed to the respondents. Using the feedback given, the researchers revised the instrument as suggested to fit the need in collecting the data. The questionnaire was also trialled to the non respondents before it was used to determine the rigor of the instrument and make a proper time estimation in responding to the questionnaire. They were the students from V. 4 of Madrasah Ibtidaiyah II Palembang. The data was analyzed by using descriptive analysis.

FINDINGS

The finding of the study describes the results of the teachers' and students response on the questionnaire distributed. Descriptive and percentage analyses were used to analyze the data. The findings of the study were explained on the basis of the following results.

Teachers' Awareness toward Students' Needs and Interests in Terms of Teaching Material and Teaching and Learning Process

Table 1. Teachers' awareness toward students' needs and interests in terms of teaching material and teaching and learning process

| No | Items | Mean | Total Score | Total items | N |
|----|--|------|-------------|-------------|---|
| 1 | Teachers' awareness on elementary schools students English handbook in terms of need and interest: The aspect of teaching material | 1.8 | 197 | 21 | 5 |
| 2 | Teachers' awareness on elementary schools students English handbook in terms of need and interest: The aspect of Teaching and learning process | 3.7 | 284 | 15 | 5 |

The average score of teachers' awareness on elementary schools students English handbook in terms of the students' need and interest dealing with the aspect of teaching

material was 1.8. Furthermore, the average score of teachers' awareness on elementary schools students English handbook in terms of the students' need and interest dealing with the aspect of teaching and learning process was 3.7.

Their responses were disagree dealing with their awareness on elementary schools students English handbook in terms of the students' need and interest dealing with the aspect of teaching material. Meaning that teachers of English did not agree that the teaching material is designed to fulfil students' need and interest. On the other hand, teachers of English agree that on the basis of teaching and learning process the English handbook had given a needed environment to learn English.

The results of teachers' awareness on elementary schools students English handbook in terms of the students' need and interest dealing with the aspect of teaching material is shown in the following table.

Table 2. The teachers' awareness on elementary schools students English handbook in terms of the students' need and interest; the aspect of teaching material

| No | Items | Response | | | | |
|--------------------------|--|----------------|-------|-----------|----------|-------------------|
| | | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| Teaching Material | | | | | | |
| 1 | Good material arrangement | 0% | 0% | 0% | 60% | 40% |
| 2 | Covering needed lesson | 0% | 0% | 0% | 60% | 40% |
| 3 | Needed more appropriate teaching material | 0% | 0% | 0% | 80% | 20% |
| 4 | Children acquiring comprehension on the material given | 0% | 0% | 20% | 60% | 20% |
| 5 | Asking question for comprehension | 0% | 0% | 0% | 40% | 60% |
| 6 | Doing exercise ability | 0% | 0% | 20% | 60% | 20% |
| 7 | Doing movement through activities | 0% | 0% | 0% | 80% | 20% |
| 8 | Topic discussion comprehension | 0% | 0% | 20% | 60% | 20% |
| 9 | Motivating interest material | 0% | 0% | 0% | 80% | 20% |
| 10 | Positive attitude towards English | 0% | 0% | 0% | 80% | 20% |
| 11 | Thematic-based material | 0% | 0% | 60% | 20% | 20% |
| 12 | Colourful handbook | 0% | 0% | 0% | 80% | 20% |
| 13 | Pictures-completed handbook | 0% | 0% | 0% | 80% | 20% |
| 14 | Clear and proper instruction | 0% | 0% | 20% | 40% | 40% |
| 15 | Illustration for better understanding | 0% | 0% | 0% | 60% | 40% |
| 16 | Interest and need illustration based | 0% | 0% | 0% | 80% | 20% |
| 17 | Proper vocabulary teaching method | 0% | 0% | 0% | 60% | 40% |
| 18 | Positive attitude towards grammar discussion | 0% | 0% | 40% | 60% | 0% |
| 19 | Age and need grammar discussion appropriateness | 0% | 0% | 0% | 100% | 0% |
| 20 | Good grammar explanation for comprehension | 0% | 0% | 20% | 80% | 0% |
| 21 | The availability of unnecessary grammar discussion | 0% | 0% | 20% | 80% | 0% |

Table 2 shows that 60% of the teachers disagreed that the teaching material is designed from easy to difficult. 60% of the teachers disagreed that teaching material covers the four language skill. 80% of the teachers disagreed that the teaching material is taught appropriately to fulfill children's need at every level. 60% of the teacher disagreed that children comprehend every lesson given easily. 60% of the teachers strongly disagreed that the children always ask for further explanation on the material given. 60% of the teachers disagreed that the children do the exercises easily. 80% of the teachers disagreed that the

material gives the opportunity to move through activities used. 60% of the teachers disagreed that the children master every topic of discussion easily. 80% of teachers disagreed that the material is interesting that it triggers children's interest in learning English. 80% of the teachers disagreed that the children like English. 60% of the teachers were undecided that the teaching material is taught using thematic-based discussion. 80% of the teachers disagreed that the handbook is colouredly printed to be interesting.

Further, 80% of the teachers disagreed that the teaching material is completed with pictures. 40% of the teachers disagreed that the teaching material provide activities with clear instruction. 60% of the teachers disagreed that the teaching material is completed with illustration to be understood easily. 80 % of the teachers disagreed that the illustrations are made interesting and appropriate to fulfil children's need. 60% of the teachers disagreed that vocabulary is taught using appropriate teaching method. 60% of the teachers disagreed that the children like grammar discussion. 100% teachers disagreed that grammar discussion is appropriately delivered by considering the age and children's need. 80% of the teachers disagreed that children comprehend grammar well. 80% of the teachers disagreed that some grammar discussion available on the the handbook should not be taught to children.

From the finding, it was found that all of them agreed that grammar discussion is not appropriate to deliver considering the age and children's need, most of them agreed that the students did not comprehend grammar discussion well. On the other hand, most of them disagreed that some grammar discussion available on the handbook should not be taught to children.

Further, the results of teachers' awareness on elementary schools students English handbook in terms of the students' need and interest dealing with teaching and learning process.

Table 3. The teachers' awareness on elementary schools students English handbook in terms of the students' need and interest; the aspect of teaching and learning process

| No | Items | Response | | | | |
|----|--|----------------|-------|-----------|----------|-------------------|
| | | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 1 | Children's enthusiasm | 0% | 0% | 0% | 40% | 60% |
| 2 | Children active participation | 40% | 40% | 20% | 0% | 0% |
| 3 | Realia usage | 0% | 100% | 0% | 0% | 0% |
| 4 | Self reliant test takers | 0% | 100% | 0% | 0% | 0% |
| 5 | Asking for clarification for better understanding | 20% | 40% | 40% | 0% | 0% |
| 6 | Good learning achievement | 0% | 100% | 0% | 0% | 0% |
| 7 | The availability of regular singing and story telling activities | 0% | 100% | 0% | 0% | 0% |
| 8 | Children involvement in the process of making visual and realia | 0% | 80% | 20% | 0% | 0% |
| 9 | English usage during the teaching and learning process | 0% | 80% | 20% | 0% | 0% |
| 10 | Using Bahasa Indonesia for children's better understanding | 0% | 60% | 40% | 0% | 0% |
| 11 | Variety of activities involvement | 0% | 100% | 0% | 0% | 0% |
| 12 | English use for communication through the activities | 20% | 80% | 0% | 0% | 0% |
| 13 | Language competence appropriateness activity based | 0% | 100% | 0% | 0% | 0% |
| 14 | Activity use in variety ways | 0% | 100% | 0% | 0% | 0% |
| 15 | Gaining new knowledge from new activity | 0% | 100% | 0% | 0% | 0% |

Table 3 shows that 60% teachers strongly disagreed that the children are enthusiastic in joining the lesson. 40% of the teachers strongly agreed and another 40% teachers agreed that children are actively participate in joining the lesson. 100% teachers agreed that they involve the use of realia in class. 100% teachers agreed the children are self reliant in doing both exercises and examination. 40% of the teachers agreed and another 40% of the teachers were undecided that the children ask some question when doing exercises in class. 100% teachers agreed that children have good achievement in class. 100% teachers agreed that singing and story-telling activities are regularly done in class. Eventhough 60% teachers strongly disagreed that the children are enthusiastic in joining the lesson but the finding tended to explain that the learning process ran well.

80% of the teachers agreed that children are involved in the process of making visual and realia. 80% of the teachers agreed that they used English when delivering material. 60% of the teachers agreed that they sometimes use bahasa Indonesia in order to make the lesson understandable when delivering the material. 100% teachers agreed that they use variety of activities at each of the meeting. 80% of the teachers agreed that through the activities in class, children are given the opportunity to use English for communication. 100% teacher agreed that the activities available are appropriate with children's language competence. 100% teachers agreed that the activities vary from individual, pair, group or whole class work. 100% teachers agreed that the activities are made to give new knowledge to children.

Students' Awareness on Elementary Schools Students English Handbook in Terms of the Students' Need and Interest

Table 4. Students' awareness on elementary schools students' English handbook in terms of the students' need and interest

| No | Items | Mean | Total score | Total items | N |
|----|---|------|-------------|-------------|-----|
| 1 | Students' awareness on elementary schools students' English handbook in terms of the students' needs and interest | 3.9 | 6146 | 13 | 120 |

The average score of students' awareness on elementary schools students English handbook in terms of the students' need and interest was 3.9. In other words, students agree that their English handbook has been made to fulfil their need and interest.

Table 5. Students' awareness on elementary schools students English handbook in terms of the students' need and interest

| No | Items | Response | | | | |
|----|---|----------------|-------|-----------|----------|-------------------|
| | | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 1 | Positive attitude towards English | 24.2% | 21.7% | 42.5% | 7.5% | 4.2% |
| 2 | English as an easy lesson to comprehend | 18% | 36% | 33% | 11% | 3% |
| 3 | The availability of classmates support | 27.5% | 38.3% | 20% | 12.5% | 1.7% |
| 4 | English as an easy to remember lesson | 21% | 47% | 27% | 6% | 0% |
| 5 | Conducive learning atmosphere | 35% | 40% | 20.8% | 4.2% | 0% |
| 6 | The availability of pictures in teaching material | 48% | 38% | 7% | 7% | 1% |
| 7 | Singing activities involvement in teaching material | 44% | 32% | 11% | 13% | 1% |
| 8 | Teaching material involving movement through activities | 32.5% | 46.7% | 19.2% | 1.7% | 0% |

| | | | | | | |
|----|--|-------|-------|-------|------|------|
| 9 | Teaching material involving children in making visual and realia | 33% | 38% | 22% | 8% | 1% |
| 10 | The availability of teaching material motivating learning interest | 34.2% | 30,8% | 20,8% | 10% | 4,2% |
| 11 | Activity use in variety ways | 47.5% | 39.2% | 9,2% | 3,3% | 0,8% |
| 12 | Feeling enthusiastic in learning English | 23.3% | 31.7% | 33,3% | 7,5% | 4,2% |
| 13 | Feeling ale to comprehend the materials | 14% | 30% | 45% | 7% | 4% |

Table 5 shows 42,5% of the children were undecided that they like English. 36% of the children agreed that English is an easy lesson to learn. 38, 3% of the children agreed that their friends in class help them keep interested in learning English. 47% of the children agreed that they can remember the lesson given. 40% of the children agreed that learning situation of English in class is interesting. 48% of the children agreed that the teaching material contains colourful pictures. 44% of the children agreed that the teaching material contains singing activities. 46% of the children agreed that the activities in class make them actively involved. 38% of the children agreed that teaching material involve them in the process of making visual and realia in the learning process. 34,2% of the children strongly agreed that teaching material is interesting that it motivates their interest in learning English. Further, 47,5 % of the children strongly agreed that they are involved in variety of activities, like individual, pair, group or whole class work. 33,3 % of the children were undecided that they are enthusiastic to learn English in class. 45% of the children were undecided that they comprehend the lesson given.

The Teachers' Implementation of the Handbook to the Teaching Process

Table 6. The teachers' implementation of the handbook to the teaching process

| No | Indicators | Mean | Total score | Total items | N |
|----|---|------|-------------|-------------|-----|
| 1 | Teacher's awareness: handbook implementation to the teaching and learning process | 4.0 | 61 | 3 | 120 |

The average score for teachers' implementation of the handbook to the teaching process was 4.0. Meaning that teachers *agree* that they need to do some adaptation when using the elementary schools students English handbook.

The results of teachers' implementation of the handbook to the teaching process is shown in table 7.

Table 7. Teachers' implementation of the handbook to the teaching and learning process

| No | Items | Response | | | | |
|----|--|----------------|-------|-----------|----------|-------------------|
| | | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 1 | Reviewing explanation and doing exercise for difficult lessons | 20% | 80% | 0% | 0% | 0% |
| 2 | Skipping difficult lessons and selecting a more appropriate ones | 20% | 40% | 40% | 0% | 0% |
| 3 | Discussing with teacher mates | 20% | 80% | 0% | 0% | 0% |

Table 7 shows that 80% of the teachers agreed that for difficult lesson to learn, they make the children comprehend it by reviewing the lesson and giving exercises to them. 40% of the teachers agreed and another 40% were undecided that difficult lesson can be skipped then continue by selecting another more appropriate lesson for children. 80% of the teachers

agreed that they discuss with their English-teacher mates dealing with the effectiveness of English teaching and learning in class.

Teachers' Expectation Related to the Use of the Elementary Schools Students English Handbook

Table 8. Teachers' expectation related to the use of the elementary schools students English handbook

| No | Indicators | Mean | Total score | Total items | N |
|----|--|------|-------------|-------------|-----|
| 1 | Teacher's expectation related to the use of the elementary schools students English handbook | 1.4 | 29 | 4 | 120 |

The average score of teacher's expectation related to the use of the elementary schools students English handbook was 1,4. It means that they were disagree or did not have much expectation dealing with improving the effectiveness of teaching English to young learners.

The result of teachers' expectation related to the use of the elementary schools students' English handbook is presented in table 9.

Table 9. Teachers expectation related to the use of the elementary schools students English handbook

| No | Items | Response | | | | |
|----|---|----------------|-------|-----------|----------|-------------------|
| | | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 1 | Teaching material appropriateness assesment | 0% | 0% | 0% | 40% | 60% |
| 2 | Need analysis necessity | 0% | 0% | 0% | 40% | 60% |
| 3 | Practitioners and another professionals involvement | 0% | 0% | 0% | 60% | 40% |
| 4 | Training or socialization necessity | 0% | 0% | 0% | 40% | 60% |

Table 9 shows that 60% of the teachers strongly disagreed that the government especially National Education Ministry need to assess the appropriateness of the use of English teaching material at elementary school level. 60% of the teachers strongly disagreed that government especially National Education Ministry need to do a need analysis to produce English teaching curriculum at elementary level which more fulfill children's need and interest. 60% of the teachers disagreed that the government especially National Education Ministry need to involve educational practitioners and another professionals to provide a more proper English teaching curriculum. 60% of the teachers strongly disagreed that teachers are given training or socialization to improve English teaching effectiveness for children at elementary school level.

Eventhough from the disussion from the headmaster it was found that he is eager to find a way of how teach English in a more interesting way, the finding might reflect contradictory thing in which the teachers tended to be unmotivated to upgrade their competence dealing with TEYL. The unmotivated feeling might be due to the fact that English nowadays is only taught at certain elementary schools. They even were feeling insecure that English will not be taught at elementary school level as a local content subject at all. They thought that government do not think that English is important to introduce at the elementary school level.

Students' Expectation Related to the Use of the Elementary Schools Students English Handbook

Table 10. Students' expectation related to the use of the elementary schools students English handbook

| No | Indicators | Mean | Total score | Total items | N |
|----|---|------|-------------|-------------|-----|
| 1 | Students' expectation related to the use of the elementary schools students' English handbook | 4.1 | 2984 | 6 | 120 |

The average score of children's expectation related to the use of the elementary schools students English handbook was 4,1. In contrast to the finding of teachers' expectation, students were agree or have much expectation dealing with improving the effectiveness of teaching English to young learners.

The results of student's expectation related to the use of the elementary schools students English handbook is displayed in table 11.

Table 11. Students expectation related to the use of the elementary schools students English handbook

| No | Items | Response | | | | |
|----|---|----------------|-------|-----------|----------|-------------------|
| | | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 1 | More interesting English teaching material | 43% | 36% | 19% | 3% | 0% |
| 2 | Competence and age teaching material based | 44.2% | 35% | 15.8% | 2.5% | 2.5% |
| 3 | More interesting way in learning English | 54% | 30% | 13% | 2% | 1% |
| 4 | Acitivities with singing, storytelling,role playing, and moving | 44.2% | 32.5% | 15% | 6.7% | 1.7% |
| 5 | Activities involving making pictures and other teaching equipment | 38% | 40% | 18% | 3% | 1% |
| 6 | Activity use in variety ways | 35.8% | 30% | 29.2% | 2.5% | 2.5% |

Table 11 shows that 43% of the children strongly agreed that they expect a more interesting English teaching material. 44.2 % of the children strongly agreed that they expect a more appropriate teaching material to meet their competence and age. 54% of the children strongly agreed that they expect their teachers to be able to deliver the lesson in a more interesting way. 44% of the children strongly agreed that they are involve in acitivities with singing, storytelling, role playing and moving.

Further, 40% of the children agreed that they expect teaching material which involved them in activities of making pictures and other teaching equipment to use in learning process. 35.8% of the children strongly agreed that they expect teaching material which train speaking skill individually, in pair or with group.

DISCUSSION

On the basis of the finding in the descriptive analysis it was found that the teachers tended to *disagree* that the elementary schools students English handbook is designed based on the children' need and interest at the aspect of teaching material. However, the teachers tended to *agree* that the elementary schools students English handbook is designed based on the children's need and interest at the aspect of teaching and learning process. Then, it was found that the children tended to *agree* that the teaching and learning process when

implementing elementary schools students English handbook fulfil children' need and interest.

Dealing with teaching material both teachers and students had different point of view. Teachers did not agree that the handbook is designed based on students' need and interest while students agreed that it is designed on the basis of their need and interest. Related to the phenomenon, Moon (2003) stated that textbooks are made for general students and not specially designed to meet certain needs, while in creating own materials, teachers face some problems like the limitation of times, the lack of money, the problem in expertise and experience, limited self confidence, and the limited source and reference materials. Therefore, she suggested as follow: 1) Involving students in cutting, gluing, and in doing other practical jobs. This will be beneficial because students would really feel that they are really involved in designing their learning materials and they will also get the chance to use the target language, 2) Working together with other teachers from the same school or even from the same district would overcome this problem, 3) Feeling confidence and to have the willingness to try to design the materials. Those who have very little experience can always adapt materials and activities from the course book and modify them a little, 4) Getting together with other teachers from the same school or other teachers from other schools locally in order to gain ideas is always a good one to try. Joining teachers group to develop professionalism is another option and 5) Doing all the designing and adapting the materials regularly will gradually develop teachers confidence in creating their own materials.

Further, dealing with the handbook implementation, the teachers tended to *agree* that they need to do some adaptation when using the elementary schools students English handbook. Teachers tended to *strongly disagree* that there should be both evaluation and improvement given by the government related to the use of the elementary schools students English handbook. Finally, the finding revealed that the children tended to *agree* that there should be both evaluation and improvement given by the government related to the use of the elementary schools students English handbook.

Having competent teachers of English is one of determining factors for successful early English language teaching. The qualified teachers who are capable of handling children in classroom by considering students need and interest becomes a prerequisite of conducive learning environment. Another factor is appropriate English teaching curriculum, including proper teaching technique and appropriate teaching media will be the next factor. An early start of TEYL will not give benefit to children without preparing the two factors. As it has already been stated by Panjaitan (2000) and Husein (2014) who share similar idea that English teaching application as one of local content subjects cannot be said effective due to some limitation related to the EYL teaching and learning principles. Further, Karani (2006) even found out that only 30% of the EYL teachers were very proficient and proficient in English.

Further, considering that children (students of elementary school) do not know what become their needs yet as it is stated previously, it is recommended that government could involve professionals to provide curriculum that fit to the students need and interest. By doing this, it is expected that TEYL really builds students positive attitude toward English and also builds their lifelong interest since they are handled by teachers who understand their need and interest with appropriate teaching technique and media which then will create a pleasant and enjoyable learning atmosphere. As it is stated by Schindler (2006) that the goal of early language teaching is to keep them interested to learn English for the rest of their lives. If their first experience of learning English is unpleasant, they may grow up with negative feeling toward English. As Ashworth and Wakefield (2005) claim that all young

children are highly motivated to learn language. Meaning that children may love English as long as teachers commit to provide them with interesting material and enjoyable learning environment.

Further, on the basis of the descriptive analysis, the results of teachers' awareness on elementary schools students English handbook in terms of the students' need and interest revealed that most teachers tended to respond *disagree* the teaching material aspect. It means that most of them perceive that elementary schools students English handbook is not designed in terms of the students' need and interest. Dealing with grammar discussion especially, all of them *disagreed* that the discussion on grammar is delivered appropriately by considering the children's age and need. Refer back to what Linse (2005) mentions that grammatical patterns are problematic for young EFL learners. To anticipate the problem, teachers may introduce them using more fun activities including TPR activities for giving young learners a measure of control over both form and function. Such as, to teach the concept of prepositions "under", teachers may facilitate students with some materials, for example a table, chair, book, pencil, and a piece of paper. Teachers may also use TPR activities to teach the concept of present continuous by acting out thing he/she is doing.

In addition, the results of teachers' awareness on elementary schools students English handbook in terms of the students' need and interest showed that most teachers tended to respond *agreed* at the teaching and learning process. teachers of English agreed that on the basis of teaching and learning process the English handbook had given a needed environment to learn English. They involve the use of realia in class, that children are self reliant in doing both exercises and examination, that children have good achievement in class, that singing and story-telling activities are regularly done in class, that they use variety of activities at each of the meeting, that the activities available are appropriate with children's language competence, that the activities vary from individual, pair, group or whole class work and that the activities are made to give new knowledge to children. The finding is contrary to Karani's finding (2006) that only 10% EYL teachers performed joyful learning using songs, stories, games, and media.

Next, the results of the students' awareness on elementary schools students English handbook in terms of the students' need and interest revealed that children tended to respond *strongly agree* and *agree*. Their response were undecided especially at the statement that they have positive attitude towards English (42,5%), that English is an easy lesson to comprehend (33%), that they feel enthusiastic in learning English 33,3%, and that they feel they are able to comprehend the materials (45%).

The result of teachers' implementation of the handbook to the teaching process showed that most teachers tended to respond *agree* that adaptations are needed in implementing the handbook. They *agreed* that they review explanation and doing exercise for difficult lessons, skip difficult lessons and select a more appropriate ones and discuss with teacher mates.

The result of teachers expectation related to the use of the elementary schools students English handbook showed that they tended to respond *strongly disagree* that evaluation and need analysis on the appropriateness of children's handbook and are needed to do. They also *strongly disagreed* that training and socialization are needed to be given for teachers of English for young learners. Iskandar (2015) claims that teachers' lack of understanding of the concepts of local content which becomes the main obstacle in the implementation of teaching English as a local content subject. Therefore, they were not capable of providing teaching materials which suit the students' environment. He further states that teachers' lack of understanding of the concepts of local content is exacerbated by the fact that the national standards do not provide any explanation about the background rationale for assigning English as a local content subject in Indonesian primary

schools. Teachers may have different beliefs and perception towards this status of English and consequently will affect their teaching delivery. The status of English as a local content subject also make English seems to be a supplementary subject which is different from other subjects like Math, science, Bahasa Indonesia which seems to be more important in the eyes of the students. Because of that teacher of English tended to feel insecure. The insecure feeling might be the reason why they tended not to be enthusiastic to improve their teaching competence.

In relation to the phenomenon, Husein (2014) claims that teachers of EYL should keep improving their professional development including participate actively in English teaching forums and any significant professional activities and discuss with proficient EYL people. To create a positive English learning experience to children, government should facilitate the process by firstly giving teachers training on how to teach young learners well.

The result teachers expectation related to the use of the elementary schools students English handbook significantly differed from the result of students expectation related to the use of the elementary schools students English handbook. Students tended to respond *strongly agree* that they need to have more interesting English teaching material, competence and age teaching material based, more interesting way in learning English, activities with singing, storytelling, role playing and moving, activities involving making pictures and other teaching equipment, activity use in variety ways.

As it has been stated above that children are actually enthusiastic to learn a new thing including learning a new language. Therefore, Shin (2006) suggests that students are need to be involved into activities with visuals, realia and movement. To have a more fun learning, they even can be involved in the creation of the visuals and realia. He further states that since students have short attention span, it is also good to move quickly from one activity to another activity since they tend to feel bored easily. As children get older, their concentration ability will also increase. In addition, he also mentions that the use of stories and contexts that they have experience with in L1 could help them connect completely a new language with the background knowledge they already have.

CONCLUSION

On the basis of the finding from the descriptive analysis and percentage analysis, it can be concluded that the teachers tended to *disagree* that the elementary schools students' English handbook is designed based on the children' need and interest at the aspect of teaching material. However, the teachers tended to *agree* that the elementary schools students English handbook is designed based on the children' need and interest at the aspect of teaching and learning process. Then, it was found that the children tended to *agree* that elementary schools students English handbook fulfil childrens' need and interest. Dealing with the handbook implementation, the teachers tended to *agree* that they need to do some adaptation when using the elementary schools students English handbook. They tended to *strongly disagree* that there should be both evaluation and improvement given by the government related to to the use of the elementary schools students' English handbook. Contrary to the previous finding dealing with teachers' expectation, children tended to *agree* that there should be both evaluation and improvement given by the government related to the use of the elementary schools students' English handbook.

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