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**THE APPLICATION OF EIL IN TEACHING EYL:  
TEACHERS' PERCEPTION**

**THESIS**



**By:**  
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**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF EDUCATION, SCIENCE, AND HUMANITIES  
UNIVERSITY OF MUHAMMADIYAH MALANG**

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**This thesis is submitted to meet one of the requirements to achieve  
Sarjana Degree in English Language Education**



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**2026**

## APPROVAL PAGE

## APPROVAL PAGE

This thesis was written by Syanilda Pramuda Wardani and was approved on  
10<sup>th</sup> June 2026



Advisor,

Rafika Rabba Farah, M.Ed

## APPROVAL PAGE AFTER DEFENSE

### APPROVAL PAGE AFTER DEFENSE

This thesis was defended in front of the examiners of the Faculty of Education, Science, and Humanities of University of Muhammadiyah Malang and accepted as one of the requirement to achieve Sarjana Degree in English Language Education

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## **MOTTOS AND DEDICATION**

### **MOTTOS**

*Little by little, day by day, I made it*

### **DEDICATION**

*This thesis is lovingly dedicated to my beloved parents, whose endless prayers, guidance, and support have always strengthened me. It is also dedicated to my husband, parents-in-law, family, friends, and myself for the encouragements, patience, and perseverance throughout this journey.*



## **AUTHOR'S DECLARATION OF ORIGINALITY**

### **AUTHOR'S DECLARATION OF ORIGINALITY**

I hereby declare that this thesis is my own work and has never been submitted to any university or institution for the award of any degree.

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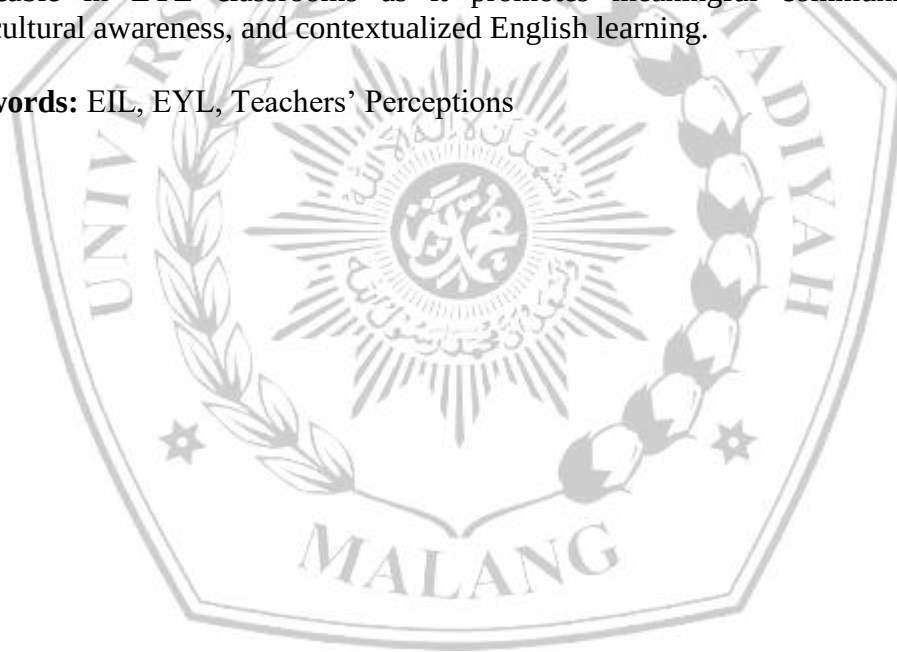
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## **THE APPLICATION OF EIL IN TEACHING EYL: TEACHERS' PERCEPTION**

### **ABSTRACT**

This study aimed to explore elementary school teachers' perceptions toward the application of English as an International Language (EIL) in teaching English to Young Learners (EYL) and to identify its implementation in EYL classrooms. This study employed a qualitative descriptive design involving five elementary school English teachers in Malang, East Java. Data were collected through semi-structured interviews and analyzed using qualitative content analysis. The findings revealed that the participants generally held positive perceptions toward EIL and viewed English as a communicative and global language. The implementation of EIL was reflected in communicative and contextualized learning activities, including bilingual instruction, CLIL, cultural integration, and the use of local and international teaching materials. The study concludes that EIL is relevant and applicable in EYL classrooms as it promotes meaningful communication, intercultural awareness, and contextualized English learning.

**Keywords:** EIL, EYL, Teachers' Perceptions





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Finally, I realize that this thesis is still far from perfect. Therefore, constructive suggestions and feedback are highly appreciated for future improvement.



## TABLE OF CONTENTS

|                                                      |             |
|------------------------------------------------------|-------------|
| <b>APPROVAL .....</b>                                | <b>ii</b>   |
| <b>APPROVAL PAGE AFTER DEFENSE .....</b>             | <b>iii</b>  |
| <b>MOTTO AND DEDICATIONS.....</b>                    | <b>iv</b>   |
| <b>AUTHOR’S DECLARATION OF ORIGINALITY .....</b>     | <b>v</b>    |
| <b>ACKNOWLEDGEMENTS.....</b>                         | <b>vii</b>  |
| <b>TABLE OF CONTENTS .....</b>                       | <b>ix</b>   |
| <b>LIST OF TABLE .....</b>                           | <b>xi</b>   |
| <b>LIST OF APPENDIX .....</b>                        | <b>xiii</b> |
| <b>ABSTRACT .....</b>                                | <b>xiv</b>  |
| <b>CHAPTER 1 INTRODUCTION .....</b>                  | <b>1</b>    |
| 1.1 Research Background .....                        | 1           |
| 1.2 Research Problem .....                           | 2           |
| 1.3 Research Objectives .....                        | 2           |
| 1.4 Scope and Limitation .....                       | 3           |
| 1.5 Research Significances .....                     | 3           |
| 1.6 Definition of Key Terms .....                    | 3           |
| <b>CHAPTER II LITERATURE REVIEW .....</b>            | <b>5</b>    |
| 2.1 English as International Language .....          | 5           |
| 2.2 English Young Learners .....                     | 9           |
| 2.3 The Application of EIL in Teaching EYL .....     | 11          |
| 2.4 Teachers Perception Toward EIL .....             | 13          |
| 2.5 Previous Studies Review .....                    | 15          |
| 2.6 Conceptual Framework .....                       | 17          |
| <b>CHAPTER III RESEARCH METHOD .....</b>             | <b>19</b>   |
| 3.1 Research Design .....                            | 19          |
| 3.2 Research Subject .....                           | 19          |
| 3.3 Data Collection .....                            | 20          |
| 3.3.1 Instrument and Data Collection Technique ..... | 20          |
| 3.3.2 Procedure .....                                | 24          |
| 3.4 Data Analysis.....                               | 24          |

|                                                                                                |           |
|------------------------------------------------------------------------------------------------|-----------|
| <b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>                                                | <b>25</b> |
| 4.1 How do elementary school teachers perceive the<br>Application of EIL in teaching EYL ..... | 25        |
| 4.1.1 Teachers' Familiarity and Awareness toward EIL .....                                     | 25        |
| 4.1.2 Teachers' Perceptions of English Varieties and<br>Native-speaker Norms .....             | 26        |
| 4.1.3 Teachers' Motivation and Views toward the<br>Importance of EIL .....                     | 28        |
| 4.2 How is EIL applied in EYL classrooms .....                                                 | 31        |
| 4.2.1 The Implementation of EIL in Classroom Practices ....                                    | 31        |
| 4.2.2 Teaching Materials and Cultural Integration in<br>EIL Learning .....                     | 32        |
| 4.3 Discussion .....                                                                           | 35        |
| 4.3.1 Teachers' Familiarity and Awareness toward EIL .....                                     | 35        |
| 4.3.2 The Implementation of EIL in EYL Classrooms .....                                        | 35        |
| 4.3.3 English Varieties and Native-speaker Norms in<br>Classroom Learning .....                | 37        |
| 4.3.4 Teaching Materials and Cultural Integration in<br>EIL Learning.....                      | 38        |
| 4.3.5 Teachers' Motivation and Views toward the<br>Importance of EIL .....                     | 39        |
| <b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>                                               | <b>41</b> |
| 5.1 Conclusion.....                                                                            | 41        |
| 5.2 Suggestion .....                                                                           | 41        |
| <b>REFERENCES .....</b>                                                                        | <b>43</b> |
| <b>APPENDICES .....</b>                                                                        | <b>49</b> |

## LIST OF TABLES

|                                                      |    |
|------------------------------------------------------|----|
| Table 2.1. Previous Studies Review.....              | 15 |
| Table 2.2 Conceptual Framework .....                 | 17 |
| Table 3.1 Participants' Background Information ..... | 20 |
| Table 3.2 Interview Data Summary .....               | 21 |



## LIST OF APPENDICES

|                                                |    |
|------------------------------------------------|----|
| Appendix 1 Interview Guide .....               | 49 |
| Appendix 2 Interview Transcript Excerpts ..... | 50 |
| Appendix 3 Informed Consent Forms .....        | 59 |
| Appendix 4 Research Documentation .....        | 61 |



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