ABSTRACT

Nowadays, English for young learners had become a new trend for elementary school. Teaching English to young learners is different from teaching English to adult learners. English for young learners must be treated in funny and interesting way. For example, teaching by using game can stimulate their willingness to learn. Therefore, one of the solutions in teaching young learner is by using various techniques. The purposes of this study were (1) to know the techniques used by the EYL student’s practice teacher; (2) to describe the techniques used by the EYL student’s practice teacher; and (3) to describe the young learners’ responses toward the techniques used by the EYL student’s practice teacher in teaching English for young learners at English Department University of Muhammadiyah Malang academic year 2008-2009.

The design of this study was descriptive qualitative study. The population was the students of EYL III teaching practice program and the learners from many elementary schools in Malang. Through the purposive sampling, the writer chose grade V and VI class which involved 12 practice teaching students and 16 young learners. To collect the data, the writer used participant observation because the writer participated actively as the teacher in this class. Moreover, the data gathered from the result of nine observations was analyzed by interpreting and confirming it with the literary study. Then, the writer described the data in form of descriptive narrative essay.

Based on the research findings, in teaching English to young learners grade V and VI the teacher used eleven techniques, they were song, question and answer, dialogue, reading aloud, demonstration, mime story, role play, game, writing a diary, pair-work, and writing poster. Besides, in implementing those teaching techniques, the teachers applied them based on the teaching objectives. The teaching objectives were used in some activities: to open the class, close the class, be the main activity, present the material, give the reflection, give reinforcement, and be the evaluation. As a result, the students gave responses toward those teaching techniques. The responses involved seven responses namely, specific response, choral response, open-ended or students initiated, silence, confusion (work-oriented) response, laughter, and uses English. Therefore, to gain the various students’ responses, the teacher should make the class more alive. In addition, variation in teaching techniques is a must to reduce the students’ boredom.