

ATTACHMENT

Attachment 1



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI ANTASARI

FAKULTAS TARBIYAH DAN KEGURUAN

JURUSAN TADRIS BAHASA INGGRIS

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin, Telepon (0511) 3253939 Faksimile (0511) 3274492

Web: www.ftk.iain-antasari.ac.id

PROPOSAL CONSULTATION FORM WITH ACADEMIC ADVISOR

TOPIC : The Challenges in Teaching English to young learners in New Normal Era

RESEARCH QUESTION : 1. How do the Teachers Implement Teaching English to young Learners in New Normal Era?
2. What are the challenges of teaching English to Young Learners in New Normal Era?

RESEARCH DESIGN : Qualitative research

TECHNIQUES OF DATA COLLECTION: Observation and interview

REFERENCES : Ahmad, J. (2018). *Guidance of teaching english to young learners (teyl) for early childhood education teachers at ad dhuha kindergarten of jember*, Journal of Linguistics, English Education and Art (LEEAA)1 (2):168-179.

Ary, D. (2002). *Introduction in Research in Education*. Belmont. Wordsworth Thomson Learning.

Anggraeni, Fitri (2017) English Song in Teaching EYL (*ENGLISH FOR YOUNG LEARNERS*) in *Universitas of Muhammadiyah Malang*. Undergraduate (S1) thesis, University of Muhammadiyah Malang.

Akhmad Sudrajat. 2008. *Pengertian Pendekatan, Strategi, Metode, Teknik dan Model Pembelajaran*. Bandung : Sinar Baru Algensindo.

Brown, H. Douglas. (2001). *Teaching by Principle An Interactive Approach to Language Pedagogy*. San Francisco: Longman.

Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511733109>

Dwiyanto, Heri (2020). *Pengembangan Teknologi Pembelajaran dalam Memasuki "New Normal" dengan Blended Learning*. Lampung : UMPMP Lampung.

F Sabilah, 2004. *Teaching English to Young Learners: It's Policy, Framework, and Activity-Based Teaching*, Students book o Muhammadiyah of Malang.

Hidayatullah, Syarif (2020). *Impact Corona Virus Outbreak Towards Teaching and Learning Activities in Indonesia*. Jakarta: Salam Jurnal Sosial dan Budaya Syar-i.

Harmer, Jeremy. 2007. *The Practice of English Language Teaching*, fourth edition. Harlow: Pearson.

Harmer, Jeremy. 2010. *The Practice of English Language Teaching*. Harlow, England: Pearson Longman.

Mohamed Buheji. (2020). *Planning for the New Normal*. Bahrain. CO Founder of the International Inspiration Economy Project.

Notes form Academic Advisor : in the Tittle of your research add with implementation and challenges

09th of Februarv 2020



Rusnadi Ali Kasan, S.Pd, M.Pd, MA.

Attachment 2



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI ANTASARI FAKULTAS
TARBIYAH DAN KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS

Jalan Jenderal Ahmad Yani KM. 4, Banjarmasin Telepon (0511)
3253939 Faksimile (0511) 3274492 Web: www.ftk.iain-antasari.ac.id

BLANGKO PENGAJUAN JUDUL PROPOSAL SKRIPSI JURUSAN TADRIS BAHASA INGGRIS

Yang bertandatangan di bawah ini:

1. Nama : Rizka Anisa
2. NIM : 170102030839
3. No.Hp : 081350898901
4. Research Interest : **“Teaching English for Young Learners in New Normal Era (Challenges and Implementation)”**

Dengan ini mengajukan proposal skripsi:

Topic/Title : **“Teaching English for Young Learners in New Normal Era
(Challenges and Implementation)”**

Problem Statement :

1. What are the challenges of TEYL in New Normal Era?
2. How do teachers implement TEYL in New Normal Era?

Research Methodology : Qualitative Method (Case Studies Research)

References (Minimum 5) :

- Ahmad, J. (2018). *Guidance of teaching english to young learners (teyl) for early childhood education teachers at ad dhuha kindergarten of jember*, Journal of Linguistics, English Education and Art (LEEA)1 (2):168-179.
- Ary, D. (2002). *Introduction in Research in Education*. Belmont. Wordsworth Thomson Learning.
- Anggraeni, Fitri (2017) English Song in Teaching EYL (ENGLISH FOR YOUNG LEARNERS) in Universitas of Muhammadiyah Malang. Undergraduate (S1) thesis, University of Muhammadiyah Malang.
- Akhmad Sudrajat. 2008. *Pengertian Pendekatan, Strategi, Metode, Teknik dan Model Pembelajaran*. Bandung : Sinar Baru Algensindo.
- Brown, H. Douglas. (2001). *Teaching by Principle An Interactive Approach to Language Pedagogy*. San Francisco: Longman.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
<http://dx.doi.org/10.1017/CBO9780511733109>
- Dwiyanto, Heri (2020). *Pengembangan Teknologi Pembelajaran dalam Memasuki "New Normal" dengan Blended Learning*. Lampung : UMPMP Lampung.
- F Sabilah, 2004. *Teaching English to Young Learners: It's Policy, Framework, and Activity- Based Teaching*, Students book o Muhammadiyah of Malang.
- Hidayatullah, Syarif (2020). *Impact Corona Virus Outbreak Towards Teaching and Learning Activities in Indonesia*. Jakarta: Salam Jurnal Sosial dan Budaya Syar-i.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*, fourth edition. Harlow: Pearson.
- Harmer, Jeremy. 2010. *The Practice of English Language Teaching*. Harlow, England: Pearson Longman.
- Mohamed Buheji. (2020). *Planning for the New Normal*. Bahrain. CO Founder of the International Inspiration Economy Project.
- McCloske, Mary Lou. 2002. Seven Instructional Principles for Teaching Young Learners of English. TESOL Symposium, San Diego. Available
http://home.comcast.net/~educoatlanta/Handouts05/McCloskey_TESOL_Symposium0_2.pdf
- Pratiwi, Alfiah Asa 2020. *An Analysis of Learning in New Normal Era of SMP Negeri 2 Suruh in The Academic Year 2019/2020*

Reviewers:

No	Nama Dosen	Accepted/ Rejected	Notes
1	Dra. Andi Irlina, M.Hum	Accepted	
2	Nor Izzatil Hasanah, S.Pd., M.Pd	Accepted	
3	Yokke Andini, M.Pd	Accepted	

Kapuas, 2 Februari 2021

Mengetahui:

Dosen Penasihat Akademik,

Yang Mengajukan,



Rusnadi Ali Kasan, S.pd.I, M.Pd.I, MA.

NIP. 19771212 200312 1 002

Rizka Anisa

170102030839

Ketua Jurusan,
Tadris Bahasa Inggris



Nani Hizriani, MA

NIP 19771127 200312 2 001

Attachment 3

Translitory

Qur'an surah Ali-Imron :200

Wise Word	Translation	
	English	Indonesia
يَا أَيُّهَا الَّذِينَ آمَنُوا اصْبِرُوا وَصَابِرُوا وَرَابِطُوا وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُفْلِحُونَ	“O you who have believed, persevere and endure and remain stationed and fear Allah that you may be successful”.	Wahai orang-orang yang beriman, bersabarlah kamu dan kuatkanlah kesabaranmu dan tetaplah bersiap siaga(diperbatasan negrimu) dan bertakwalah kepada Allah agar kamuberuntung.

Attachment 4

INTERVIEW GUIDELINES

1. Starting with making an appointment with the teachers
2. Preparing some tools such as notebook, pen, and recorder
3. Using an interview protocol,
4. Starting and opening conversation before asking the questions
5. Asking about the questions related to the research and giving any probing questions to complete the data
6. Recording the teachers answers and taking notes
7. Rechecking the notes and Transcribing the notes into the classified data.

Interview List for EYL Teachers

Name of Teacher :
Name of School :

	Questin
1	What preparations are made before implementing learning during in a new normal era?
2	What are the challanges that you have faced when teaching EYL in new normal era?
3	What are the solutions to solve that problems/ challenges in teaching EYL in new normal era?
4	How the way you make the students focus to the lesson when teaching process in this new normal era?
5	What method did you use in teaching EYL in new normal era?
6.	Do you found challenges in teaching young learners in terms of cognitive development, motivation, attention, multilevel groups, and assessment.
7.	Did you found some students doing impolite attitude during the teaching process?

Attachment 5

Observation Guidelines (Structured Observation)

Name of Teacher :

Name of School :

No	Criteria	Category				
		4	3	2	1	0
1.	Teacher preparing lesson plan					
2.	Teacher preparing Teaching media					
3.	Teacher opening the lesson					
4.	Teacher explains learning objectives and motivates students to follow the learning process					
5.	Teacher explains the material in a way that is easy to understand					
6.	Learning materials are given according to the level of student understanding					
7.	The teacher gives students the opportunity to ask and answer students' questions clearly					
8.	The teacher guides and helps students who have difficulty in understanding the lesson					
9.	Teachers can solve problems in certain situations					
10.	Patience in dealing with students					
11.	Students feel comfortable even though they do many activities during learning					
12.	Students pay attention and engaged in activities in the class					
13.	Teachers can control and direct students in class					
14.	Teacher provokes student participation in class					
15.	Teacher doing ice breaking to help students relate the previous material with the coming materials					
16.	Teacher implementing ice breaking in learning process					
17.	Teacher implementing teaching techniques such as listen and repeat, listen and do, question and answer, listen and identify and etc.					
18.	Teacher implementing game in the teaching process					
19.	Teacher turning lesson into song as a teaching method or doing any other teaching method					
20.	Teacher doing discussion with students to know the understanding of the students about the material					

21.	Teacher asking the students to do daily test for assessment in the end of the lesson.					
-----	---	--	--	--	--	--

4 = Very Good

3 = Good

2 = enough

0 = Less

0 = Not Accordance

Attachment 6

Table of observation result

No	Type Of Implementation	Participants	Teaching activity
1	Implementing teaching strategy	Teacher A	<p>Based on the observation which did by the researcher the types of teaching strategy implemented by the teacher is recalling Memory strategy and game</p> <p>This is the dialogue that faced at class</p> <p><i>T: students, who still remember our last topic, come forward please and write the vocabulary in the white board.</i></p> <p><i>T: let's we play a game the game is about the topic we have learned</i></p> <p>After that they playing a game</p>
		Teacher B	<p>Based on the observation which did by the researcher the types of teaching strategy implemented by the teacher is recalling memory, ice breaking</p>

			<p>This is the dialogue that faced at class</p> <p><i>T: students, do you still remember what material that we learned about last week? Can you mention the vocabulary that we have learned about last week?</i></p> <p><i>T: students, is I said Morning you may clap your hand one more, if I said afternoon, clap your hand twice and if I side night don't clap your hand.</i></p> <p>Then the teacher does ice breaking to make students focus to the lesson.</p>
2	Implementing Teaching Method	Teacher A	<p>Turning Lessons into songs as teaching method</p> <p><i>T: Students let's sing together, the song is about describing people</i></p> <p>Then the teacher play the audio and students follow the song</p>
		Teacher B	<p>Teacher Turning Lessons into songs and Review vocabulary</p>

			<p>through role playing as teaching method</p> <p><i>T: students follow me and we sing together about days of the week.</i></p> <p>Because it still class three teacher gives the basic material.</p> <p><i>T: students, look at me this is small, long, big and short,</i></p> <p>Teacher give example by demonstrate with movement and students follow it.</p>
3	Implementing Teaching Techniques	Teacher A	<p>Teacher use Listen and Identify techniques</p> <p><i>T: listen to the audio and see the picture on your book, identify the picture based on the audio</i></p>
		Teacher B	<p>Listen and Repeat, and listen and do as teaching techniques</p> <p><i>T: students, listen to me and repeat after me</i></p> <p>Then the students repeat after the teacher about the vocabulary</p> <p><i>T: students, I said big, do like this</i></p>

			Teacher give example of big by movement and students follow it
4	Assessing students	Teacher A	Teacher do daily test by listening to the audio <i>T: students, listen to the audio and identify the picture in the textbook and circle the right answer</i>
		Teacher B	Teacher do daily test by making a short sentence as assessment <i>T: students, please make a short sentence about things around the class by implementing aour new vocabulary (big, long, short, and small)</i>
5	Implementing teaching media	Teacher A	using text book, audio and speaker sentence <i>T: listen to the audio</i> <i>T: see on the book</i>
		Teacher B	text book, audio, speaker, white board and marker <i>T: open your book on page</i> <i>T: Listen the song on the audio</i> <i>T:write what on the white board</i>

Table of interview result

NO	TYPE OF CHALLENGE	PARTICIPANTS	ISSUES
1	Students Lack of Motivation in Learning English	Teacher A	Decreased students enthusiasm in learning
		Teacher B	Some students lost spirit to learn
2	Managing the class	Teacher A	Students do not focus to the lesson
		Teacher B	Some students not pay attention during learning process
3	Students lack of attention during learning process	Teacher A	Students walking around the class while studying
		Teacher B	Students disobey to the teacher
4	Lack of Discipline	Teacher A	Students chatting with their friends

		Teacher B	Come late to the class
5	Students Ability in English	Teacher A	Lack of vocabulary
		Teacher B	Do not confidence in speaking English

Table of the answer of participant A

NO	Answer
1	Preparations that I use for teaching English to young learner in this new normal era is preparing teaching media such as text book, audio for listening, preparing the subject.
2	Challenge that I found when I teach is the decrease in student enthusiasm for learning is due to the length of time online learning at home before face-to-face learning is allowed again. But there are no students who are lazy to learn, it's just some students who pay less attention in the learning process.
3	The solution to overcome these problems is to make lessons as interesting as possible such as playing games, turning lessons into songs, to make them excited again in learning and they find it easy and fun to learn English.
4	As same as I said before to make them focus in the learning process by playing games, turning lessons into songs and also ask students

	to read and pay attention to what the teacher reads in the textbook and translate the sentences in the book one by one, so that they can focus on the lesson
5	Method that I use for teaching EYL is review vocabularies through role play, such as having straight, curly, long, and short hair
6	Yes I found challenges in motivation, attention and cognitive development but if in assessing and multilevel group it's not really difficult because this is face-to-face learning, if online learning like before the new normal learning it is very difficult to assess and multilevel group.
7	Yes I found it, but just some students who do not pay attention to the lesson, and after being given a warning they pay attention to the lesson, not long after that they return again not paying attention to the lesson. It is because of the differences in students' characteristics, they have short attention in learning.

a. Table of the answer of participant B

No	Answer
1	Before start the lesson I prepare the teaching materials, teaching media, and make sure me and the students have implemented the health protocol include wearing mask and bring hand sanitizer into the class.
2	I have a little difficulty in controlling students in the class, especially in sixth grade, the students are more difficult to manage and often having a chat with their friends and use smartphones during teaching process. In this school every class have different characteristic in the four grade they are enthusiastic and pay good attention to the lesson. I also found challenge in giving or explaining the lesson because some of them lack of vocabulary and also some of them have lack of confident.
3	The solution to solve that problem by come to students' chair and ask them to do activity such as reading what the teacher wrote on the blackboard, and making a short sentences to make them focus on the lesson.
4	The way I make students focus when teaching process by making the lessons as interesting as possible so that students are interested, enthusiastic in learning and do not feel bored by playing games, playing English songs related to lessons

5	I used TPR approach and role play method for teaching English to young learner in this new normal era.
6	Yes, I found challenges in student attention and motivation.
7	Yes, I found that some students were not polite during the lesson such as not paying attention in class, chatting with their friends, leaving the class without permission.

Attachment 7

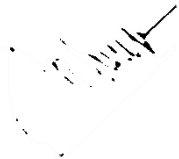
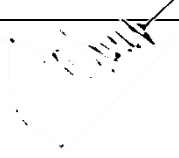
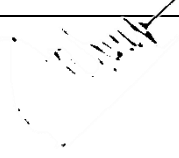
I. Personal Information		
Name	Rizka anisa	
Place and Date of Birth :	Bakungin, 08 Juni 1998	
Gender :	Female	
Marital Status :	Single	
Religion :	Islam	
Nationality :	Indonesia	
Parents :	Arbain and Rusmini	
Siblings	Dewi Rahmah and M. Jihaduddin Rifqy	
II. Formal education background		
2004	- 2010	SDN 1 Bakungin
2010	- 2012	MTS Hidayatussibyan Sei Asam
2012	- 2016	MA Puteri An-Najah Cindai Aluas
2017	- 2022	UIN Antasari Banjarmasin
III. Organiaton Experience		
2019-2021	Member and secretary in “Binkad” (bimbingan dan pengkaderan) section at LDK Nurul Fata	

2019-2020	Member in LPPQ

Attachment 8

THESIS CONSULTATION NOTES

Advisor of Contents and Research Methods Name of Advisor: Dra. Andi Irlina M.Hum

Date	Note	Signature
10-01-22	Perbaiki di bagian instrument penelitiannya, di bagi menjadi dua bagian untuk mempermudah waktu penelitian, untuk research question pertama menggunakan observasi, dan research question ke 2 menggunakan interview.	
12-01-22	Untuk instrumentnya sudah lumayan, tinggal lengkapi observation guideline yang merujuk ke teori yang ada di bab 2, ini sudah bagus namun belum terlihat tehnik, metode dan assessment apa yang digunakan dalam proses pembelajaran.	
04-02-22	Tambahkan di bagian bab 2 apa yang membedakan penelitian kamu dengan penelitian sebelumnya, dan di bab 4 perbaiki finding nya di buat menggunakan kolom, urutannya sesuaikan dengan research question.	
07-02-22	Di bab 4 untuk research question bagian challenge sudah benar, namun di bagian implementationnya harus diperbaiki lagi, tulis aktifitas-aktifitas yang di lakukan oleh guru selama mengajar di kelas dan hubungkan dengan teori bab 2 seperti metode, method dan assessment yang digunakan guru untuk mengajar young learner. Kemudian untuk penjelasan table tidak usah di sebutkan jumlahnya tetapi pelaksanaannya.	