APPENDICES

Appendix I

TRANSLATERY

Translate of Surah *An-Nahl* verse 125:

English	Indonesian
Invite to the way of your Lord with wisdom and good instruction and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from his way, and He is most knowing of who is (rightly) guided.	Serulah (manusia) kepada jalan Tuhan-mu dengan hikmah dan pelajaran yang baik dan bantahlah mereka dengan cara yang baik. Sesungguhnya Tuhanmu Dialah yang lebih mengetahui tentang siapa yang tersesat dari jalan-Nya dan Dialah yang lebih mengetahui orang-orang yang mendapat petunjuk.

OBSERVATION SHEET

Name of teacher:
Name of school:
Class:

No	Statement	√	x	Activity
1	**The ability to understand the learners**			
	The teacher Understands the developmental characteristics of learners.			
	The teacher Understands the principles of personality development of students.			
	Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.			
	The teacher's problem in understanding young learners			
2	**The ability to create learning design**			
	Ability to plan the organization learning materials.			
	Ability to plan management learning.			

	Ability classroom management plan.			
	Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others.			
	Ability plan learning process valuation models.			
3	**The ability to implement the learning**			
	Being able to apply the teaching of basic skills.			
	Ability to apply various kind of model approaches, strategies/learning methods.			
	Ability to master classes.			
	Capable measure the level of achievement of competence of learners during the process learning takes place.			
	The teacher's problem in implement the learning for young learners			
4	**Ability to evaluate learning outcomes**			

	The teacher is able to design and implement assessment.			
	The teacher capable of analyzing the results of assessment.			
	Being able to utilize the results assessment for further improvement of the quality of learning.			
	The teacher's problem in evaluate learning outcomes of young learners.			
5	**The ability to develop learners to actualize its potential**.			
	The teacher facilitates learners to develop academic potential.			
	Capable of facilitating learners to develop potential non-academic.			
	The teacher's problem in develop learners to actualize its potential			

Appendix III

OBSERVATION SHEET

Name of teacher: Fajar Arinato, S.Pd.I
Name of school: MI Nurul Iman
Class: IV – First Observation (Thursday, August 15th, 2019)

No	Statement	√	x	Activity
1	**The ability to understand the learners**			
	The teacher Understands the developmental characteristics of learners.	√		At this time, young learners are very interesting in learning, it is can see because almost of the students are active. The teacher teaches in a very pleasant way and it is means the teacher understands the characteristic of young learners.
	The teacher Understands the principles of personality development of students.	√		In the classroom, there are active and passive students, the teacher can make almost of the students active in classroom, the researcher thinks that the teacher understand the principles of personality development of young learners, such us in recognize stages of personality.
	Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.	√		The teacher can make almost of students understand with the material with simple explanation for young learner.
	The teacher's problem in understanding young learners		x	The teacher does not get a problem
2	**The ability to create learning design**			
	Ability to plan the organization learning materials.	√		The teacher prepares learning material about Vocabulary "Color and vegetable"
	Ability to plan management learning		x	The teacher does not create learning design

	Ability classroom management plan.		x	The teacher does not create learning design
	Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others.		x	The teacher does not create learning design
	Ability plan learning process valuation models.		x	The teacher does not create learning design
3	**The ability to implement the learning**			
	Being able to apply the teaching of basic skills.	√		When the teacher came into the classroom the students did greeting to the teacher. Students: "Good morning teacher" Teacher: "Good morning too, how are you today?" Students : "I am fine, thank you". The teacher is asking to the students are the students understand with the lesson. The teacher explain the learning material with simple language. The teacher also closes the lesson by saying *Salam*.
	Ability to apply various kind of model approaches, strategies/learning methods.		x	The teacher does not apply various strategies or method in teaching English for young learners
	Ability to master classes.	√		At this time, there many active student, the teacher can control class atmosphere. The teacher writes "Don't be noisy at classroom" on the top of white board so that the students will not be noisy when learning.
	Capable measure the level of achievement of competence of learners during the process learning takes place.	√		Classroom atmosphere when teaching and learning is very fun, so the researcher thinks that the teacher can measure the level of achievement of competence of learners.

	The teacher's problem in implement the learning for young learners	√		The teacher does not have problem in implementing the learning English for Young Learners.
4	**Ability to evaluate learning outcomes**			
	The teacher is able to design and implement assessment.	√		The teacher designed the evaluation in form five task multiple choice and when implementing evaluation / assessment the teacher always tell about the time.
	The teacher capable of analyzing the results of assessment.	√		The teacher gives the students score for correct answer and use the result of evaluation to add the students score in final exam.
	Being able to utilize the results assessment for further improvement of the quality of learning.	√		The teacher can improve the quality of learning by see the result of assessment that he did, are the students have a high or low score.
	The teacher's problem in evaluate learning outcomes of young learners.		x	The teacher not get a problem in evaluate learning outcomes of students
5	**The ability to develop learners to actualize its potential**.			
	The teacher facilitates learners to develop academic potential.	√		The teacher helps the students in learning English, for the students who have strength or weakness in learning English by asked the students.
	Capable of facilitating learners to develop potential non-academic.		x	The teacher does not facilitating learners to develop potential non-academic because at that school English just in form of academic learning.
	The teacher's problem in develop learners to actualize its potential		x	The teacher does not get a problem

OBSERVATION SHEET

Name of teacher: Fajar Arinato, S.Pd.I
Name of school: MI Nurul Iman
Class: VI –Second Observation (Friday, August 16th, 2019)

No	Statement	√	x	Activity
1	**The ability to understand the learners**			
	The teacher Understands the developmental characteristics of learners.	√		The learning material that the teacher used is appropriate with young learners, he also uses simple explanation when explain about the material, so the teacher does understand the developmental characteristic of young learners, such us in understanding the level of cognition of learners according to age. The teacher playing game with young learners (crossword puzzle)
	The teacher Understands the principles of personality development of students.	√		The teacher know the students who active and passive in classroom.
	Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.	√		The teacher able in identify the provision of teaching early learner because, in class the students enjoy and interesting learning with game and also easy to understand the lesson.
	The teacher's problem in understanding young learners	√		The researcher observed and think that the teacher does not have problem in understanding young learners
2	**The ability to create learning design**			
	Ability to plan the organization learning materials.	√		The teacher prepares learning material in teaching EYL although he is never creates lesson plan before teaching. In this observation the teacher teaches about vocabulary "kingdom"

	Ability to plan management learning.		x	The teacher does not create learning design
	Ability classroom management plan.		x	The teacher does not create learning design
	Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others.		x	The teacher does not create learning design
	Ability plan learning process valuation models.		x	The teacher does not create learning design
3	**The ability to implement the learning**			
	Being able to apply the teaching of basic skills.	√		The teacher always open the lesson by did greeting as usual, after that the teacher immediately asks the students to collect the homework. The teacher makes 5 groups to playing game. The teacher explains about the game with simple explanation so that the students understand quickly. The teacher closes the lesson.
	Ability to apply various kind of model approaches, strategies/learning methods.	√		The teacher applies teaching strategy, he put on game in teaching EYL.
	Ability to master classes.	√		The teacher control all group when playing game. The teacher walks around the class to check every group.
	Capable measure the level of achievement of competence of learners during the process learning	√		The teacher adjusts appropriate learning material for young learner. The teacher doing game in order to young learner interesting in learning.

	takes place.			
	The teacher's problem in implement the learning for young learners		x	The teacher sometimes incorrect in pronouncing the vocabulary.
4	**Ability to evaluate learning outcomes**			
	The teacher is able to design and implement assessment.	√		The teacher designed the evaluation in form crossword puzzles in five questions and when implementing evaluation / assessment the teacher always tell about the time.
	The teacher capable of analyzing the results of assessment.	√		The teacher gives the students score for correct answer and use the result of evaluation to add the students score in final exam. All the students correct in answer all questions.
	Being able to utilize the results assessment for further improvement of the quality of learning.	√		The teacher can improve the quality of learning by see the result of assessment that he did, are the students have a high or low score.
	The teacher's problem in evaluate learning outcomes of young learners.		x	The teacher does not get a problem in evaluate learning outcomes of young learners.
5	**The ability to develop learners to actualize its potential**.			
	The teacher facilitates learners to develop academic potential.	√		The teacher helps the students in learning English, for the students who have strength or weakness in learning English by asked the students.
	Capable of facilitating learners to develop potential non-academic.		x	The teacher does not facilitating learners to develop potential non-academic because at that school English just in form of academic

				learning.
	The teacher’s problem in develop learners to actualize its potential		x	The teacher does not get problem

OBSERVATION SHEET

Name of teacher: Fajar Arinato, S.Pd.I
Name of school: MI Nurul Iman
Class: IV – Third Observation (Tuesday, August 20th, 2019)

No	Statement	√	x	Activity
1	**The ability to understand the learners**			
	The teacher Understands the developmental characteristics of learners.	√		The learning material that the teacher used is appropriate with young learners, he also uses simple explanation when explain about the material, so the teacher does understand the developmental characteristic of young learners, such us in understanding the level of cognition of learners according to age.
	The teacher Understands the principles of personality development of students.	√		The teacher know the students who active and passive in classroom.
	Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.	√		The teacher able in identify the provision of teaching early learner because, in class the students enjoy and interesting in learning.
	The teacher's problem in understanding young learners		x	The teacher does not get a problem in understanding young learners.
2	**The ability to create learning design**			
	Ability to plan the organization learning materials.	√		The teacher prepares learning material in teaching EYL about vocabulary "Size".
	Ability to plan management learning.		x	The teacher does not create learning design

	Ability classroom management plan.		x	The teacher does not create learning design
	Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others.		x	The teacher does not create learning design
	Ability plan learning process valuation models.		x	The teacher does not create learning design
3	**The ability to implement the learning**			
	Being able to apply the teaching of basic skills.	√		The teacher does the greeting and asks the students to praying. The teacher asks the students to collect the homework. At that time, the teacher uses Question and Answer. The teacher tells the students by saying "*Hafal segala bentuk untuk semester ini*" The teacher closes the lesson.
	Ability to apply various kind of model approaches, strategies/learning methods.		x	The teacher does not apply strategies in teaching EYL.
	Ability to master classes.	√		The teacher walking around the class to checking the students.
	Capable measure the level of achievement of competence of learners during the process learning takes place.	√		The teacher adjusts appropriate learning material for young learner.
	The teacher's problem in implement the learning for young learners		x	The teacher does not get a problem in implement the learning for young learners

4	**Ability to evaluate learning outcomes**			
	The teacher is able to design and implement assessment.		x	The teacher does not design the evaluation instrument, he gets it in LKS *book*, the task is four questions in form multiple choice.
	The teacher capable of analyzing the results of assessment.	√		The teacher gives the score and telling the students about the score.
	Being able to utilize the results assessment for further improvement of the quality of learning.	√		There are eight students who do remedial by answer again one multiple choice question.
	The teacher's problem in evaluate learning outcomes of young learners.		x	The teacher does not get a problem in evaluate learning outcomes of young learners.
5	**The ability to develop learners to actualize its potential**.			
	The teacher facilitates learners to develop academic potential.	√		The teacher helps the students in learning English, for the students who have strength or weakness in learning English by asked the students.
	Capable of facilitating learners to develop potential non-academic.		x	The teacher does not facilitating learners to develop potential non-academic because at that school English just in form of academic learning.
	The teacher's problem in develop learners to actualize its potential		x	The teacher does not get problem

OBSERVATION SHEET

Name of teacher: Fajar Arinato, S.Pd.I
Name of school: MI Nurul Iman
Class: IV – Fourth Observation (Wednesday, August 21st, 2019)

No	Statement	√	x	Activity
1	**The ability to understand the learners**			
	The teacher Understands the developmental characteristics of learners.	√		The learning material that the teacher used is appropriate with young learners, he also uses simple explanation when explain about the material, so the teacher does understand the developmental characteristic of young learners, such us in understanding the level of cognition of learners according to age.
	The teacher Understands the principles of personality development of students.	√		The teacher know the students who active and passive in classroom, and at that time the teacher ask to
	Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.	√		The teacher able in identify the provision of teaching early learner because, in class the students enjoy and interesting in learning
	The teacher's problem in understanding young learners		x	The teacher does not get a problem in understanding young learners
2	**The ability to create learning design**			
	Ability to plan the organization learning materials.	√		The teacher prepares learning material in teaching EYL about vocabulary "Transportation (Theme II)".

	Ability to plan management learning.		x	The teacher does not create learning design
	Ability classroom management plan.		x	The teacher does not create learning design
	Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others.		x	The teacher does not create learning design
	Ability plan learning process valuation models.		x	The teacher does not create learning design
3	**The ability to implement the learning**			
	Being able to apply the teaching of basic skills.	√		The teacher does the greeting, asks the students to praying, and checked for the students attendances. The teacher asks to the students to translate the vocabulary and write the answer in whiteboard. The teacher makes a group for answer the question. The teacher closes the lesson.
	Ability to apply various kind of model approaches, strategies/learning methods.		x	The teacher does not apply various kinds of model approaches, strategies/learning methods for teaching EYL.
	Ability to master classes.	√		The teacher writes “Don’t be noisy at classroom”. The teacher walk around the class to check the student and ask them what that they do not understand about the lesson.

<table>
<tr><td></td><td>Capable measure the level of achievement of competence of learners during the process learning takes place.</td><td>√</td><td></td><td>The teacher adjusts appropriate learning material for young learner.</td></tr>
<tr><td></td><td>The teacher’s problem in implement the learning for young learners</td><td>√</td><td></td><td>The teacher does not apply strategies or method and does not bring creative media for teaching EYL because he never learn about it.</td></tr>
<tr><td>4</td><td>Ability to evaluate learning outcomes</td><td></td><td></td><td></td></tr>
<tr><td></td><td>The teacher is able to design and implement assessment.</td><td>√</td><td></td><td>The teacher designed the evaluation in form checklist in table in four questions. Example the task:
<table>
<tr><td>No</td><td>Means</td><td>Machine</td><td>On land</td><td>In the air</td><td>In the water</td></tr>
<tr><td>1</td><td>Car</td><td>√</td><td>√</td><td>-</td><td>-</td></tr>
</table></td></tr>
<tr><td></td><td>The teacher capable of analyzing the results of assessment.</td><td>√</td><td></td><td>The teacher gives the score to the students.</td></tr>
<tr><td></td><td>Being able to utilize the results assessment for further improvement of the quality of learning.</td><td></td><td></td><td>The teacher pays attention to the score obtained by students so that he can develop and improve the teaching.</td></tr>
<tr><td></td><td>The teacher’s problem in evaluate learning outcomes of young learners.</td><td></td><td>x</td><td>The teacher does not get a problem in evaluate learning outcomes of young learners.</td></tr>
<tr><td>5</td><td>The ability to develop learners to actualize its potential.</td><td></td><td></td><td></td></tr>
<tr><td></td><td>The teacher facilitates learners to develop academic potential.</td><td>√</td><td></td><td>The teacher helps the students in learning English, for the students who have strength or weakness in learning English by asked the students.</td></tr>
<tr><td></td><td>Capable of facilitating learners to develop potential non-academic.</td><td></td><td>x</td><td>The teacher does not facilitating learners to develop potential non-academic because at that school English just in form of academic learning.</td></tr>
</table>

	The teacher’s problem in develop learners to actualize its potential		x	The teacher does not get problem

OBSERVATION SHEET

Name of teacher: Fajar Arianto, S.Pd.I
Name of school: MI Nurul Iman
Class: V – Fifth Observation (Wednesday, August 28th, 2019)

No	Statement	√	x	Activity
1	**The ability to understand the learners**			
	The teacher Understands the developmental characteristics of learners.	√		The teacher includes the students to active. The learning material that the teacher used is appropriate with young learners, he also uses simple explanation when explain about the material, so the teacher does understand the developmental characteristic of young learners, such us in understanding the level of cognition of learners according to age.
	The teacher Understands the principles of personality development of students.	√		The teacher know the students who active and passive in classroom.
	Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.	√		The teacher is able to identify the provision of teaching early learners, for example in choosing learning material and using simple word and simple explanation to young learners.
	The teacher's problem in understanding young learners		x	The teacher does not have problem in understanding young learners.
2	**The ability to create learning design**			
	Ability to plan the organization learning materials.	√		The teacher prepares learning material in teaching EYL about vocabulary "Transportation".
	Ability to plan management learning.		x	The teacher does not create learning design
	Ability classroom management plan.		x	The teacher does not create learning design

	Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others.		x	The teacher does not create learning design
	Ability plan learning process valuation models.		x	The teacher does not create learning design
3	**The ability to implement the learning**			
	Being able to apply the teaching of basic skills.	√		The teacher always doing greeting as usual, and also close the lesson. The using simple explanation to students.
	Ability to apply various kind of model approaches, strategies/learning methods.		x	The teacher asks the students to gather up the homework and then corrected that. The teacher gives task, and then asks some students to answer in whiteboard.
	Ability to master classes.		x	At that time, the class in active and very interactive teaching and learning EYL. The teacher can make the students activating participant students in asking about the lesson.
	Capable measure the level of achievement of competence of learners during the process learning takes place.	√		The researcher think that the teacher does measure the level of achievement of competence of learners during the process learning take place because the teacher has already adjust learning material with young learner and also young learners are active in learning.
	The teacher's problem in implement the learning for young learners	√		The teacher cannot control the class when students noisy.
4	**Ability to evaluate learning outcomes**			
	The teacher is able to design and implement assessment.	√		The teacher designed the evaluation in form random letters, ex: t-o-a-b, the answer is Boat. The tasks are 10

	The teacher capable of analyzing the results of assessment.	√		The teacher give 10 score for every correct answer. The teacher does the remedial for one student who gets 20 point.
	Being able to utilize the results assessment for further improvement of the quality of learning.	√		The teacher gives assessment to the students to know the students ability and in order to can improve of quality of learning
	The teacher's problem in evaluate learning outcomes of young learners.		x	The teacher does not get problem in evaluate young learners in learning English.
5	**The ability to develop learners to actualize its potential**.			
	The teacher facilitates learners to develop academic potential.	√		The teacher helps the students in learning English, for the students who have strength or weakness in learning English by asked the students.
	Capable of facilitating learners to develop potential non-academic.		x	The teacher does not facilitating learners to develop potential non-academic because at that school English just in form of academic learning.
	The teacher's problem in develop learners to actualize its potential		x	The teacher does not get a problem

OBSERVATION SHEET

Name of teacher: Muhammad Humaidi
Name of school: MI Darul Muta'alimin
Class: V – First Observation (Wednesday, August 21st, 2019)

No	Statement	√	x	Activity
1	**The ability to understand the learners**			
	The teacher Understands the developmental characteristics of learners.		x	The learning material that the teacher used is not appropriate with young learners because the text is so long text for fifth grade students, he also does not apply interesting strategies or method in teaching English for young learners, so the teacher does not understand the developmental characteristic of learners, such us in understanding the level of cognition of learners according to age.
	The teacher Understands the principles of personality development of students.		x	In the classroom, there are many passive students and the teacher cannot make the students active in learning so the researcher thinks that the teacher do not understand the principles of personality development of young learners, such us in recognize stages of personality development of students.
	Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.		x	The teacher does not able in identify the provision of teaching early learner because, in class the students seen get trouble in understanding the material about William Jone's family.
	The teacher's problem in understanding young learners	√		The researcher observes the teacher in understanding young learners, the researcher thinks that the teacher got a problem in it because he is never learn about how to teaching English for young learner and also does not know the how is the characteristic of young learners.

2	**The ability to create learning design**			
	Ability to plan the organization learning materials.	√		The teacher prepares learning material about William Jones's family (Reading comprehension), it is a long text.
	Ability to plan management learning.		x	The teacher does not create learning design
	Ability classroom management plan.		x	The teacher does not create learning design
	Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others.		x	The teacher does not create learning design
	Ability plan learning process valuation models.		x	The teacher does not create learning design
3	**The ability to implement the learning**			
	Being able to apply the teaching of basic skills.	√		The teacher immediately come into classroom and explain what is learning material that they learn today, the teacher asked the students to read the text and repeat the teacher, after that the teacher translating English text to Indonesian. The teacher gives strengthening to the students by saying "*Lancari membaca di rumah*". The teacher also explains about vocabulary, At the end of teaching and learning activities the teacher does not close the lesson, he just tell the students what will they learn in the next meeting.
	Ability to apply various kind of model approaches, strategies/learning methods.		x	The teacher does not apply various activities that can make young learners interesting in learning English. He just writes the material in white board and then translating and explaining.

	Ability to master classes.		x	At that time, the class is not active class it is means the students is not active in learning English, the teacher cannot make the students activating participant students in asking about the lesson.
	Capable measure the level of achievement of competence of learners during the process learning takes place.		x	The researcher think that the teacher does not measure the level of achievement of competence of learners during the process learning take place because the teacher does not adjust learning material with young learner and also young learners looks still confused about the lesson today
	The teacher's problem in implement the learning for young learners		x	The teacher sometimes incorrect in pronouncing the vocabulary.
4	**Ability to evaluate learning outcomes**			
	The teacher is able to design and implement assessment.		x	The teacher do not design and implement assessment because at this time he did not do evaluation of the students learning outcomes.
	The teacher capable of analyzing the results of assessment.		x	The teacher does not the evaluation
	Being able to utilize the results assessment for further improvement of the quality of learning.		x	The teacher does not the evaluation
5	**The ability to develop learners to actualize its potential**.			
	The teacher facilitates learners to develop academic potential.	√		The teacher helps the students in developing the potential, he explain the lesson so that the students understand with the material, but the teacher also not make the students

				active in class even thought the students just only four students.
	Capable of facilitating learners to develop potential non-academic.		x	The teacher does not facilitating learners to develop potential non-academic because at that school English just in form of academic learning.
	The teacher's problem in develop learners to actualize its potential	√		The researcher thinks that because of the students not active so it is difficult to know the students' potential.

OBSERVATION SHEET

Name of teacher: Muhammad Humaidi
Name of school: MI Darul Muta'alimin
Class: VI –Second Observation (Wednesday, August 21st, 2019)

No	Statement	√	x	Activity
1	**The ability to understand the learners**			
	The teacher Understands the developmental characteristics of learners.		x	The teacher slightly snapped a student who laughs when read about the learning material in front of the classroom, so the researcher thinks that the teacher does not understand the characteristic of young learners.
	The teacher Understands the principles of personality development of students.	√		In sixth grade, the students are active in learning, so the teacher asks a lot of question about the lesson so that the students more understand.
	Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.		x	The teacher taught vocabulary about number to sixth grade students, so the researcher think that he does not recognize the potential of students.
	The teacher's problem in understanding young learners	√		The teacher cannot adjust learning material for sixth grade students', he also does not apply the strategies or method in teaching EYL and does not bring interactive and creative media to make young learners more interested in learning English.
2	**The ability to create learning design**			
	Ability to plan the organization learning materials.	√		The teacher prepares learning material in teaching EYL about vocabulary "number"
	Ability to plan management learning.		**x**	The teacher does not create learning design

	Ability classroom management plan.		**x**	The teacher does not create learning design
	Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others.		**x**	The teacher does not create learning design
	Ability plan learning process valuation models.		**x**	The teacher does not create learning design
3	**The ability to implement the learning**			
	Being able to apply the teaching of basic skills.		x	The teacher does not open the lesson and also close the lesson, the teacher rebukes the students who laugh in learning by saying "*Jangan kaya itu*"
	Ability to apply various kind of model approaches, strategies/learning methods.		x	The teacher does not apply various strategies or method, he just writes the material in white board and translating the vocabularies, he corrected the students' wrong pronunciation but the teacher correction is also wrong.
	Ability to master classes.	√		The teacher makes the students activating participant in asking about lesson and able to answer and direct questions students.
	Capable measure the level of achievement of competence of learners during the process learning takes place.		x	The researcher think that the teacher does not measure the level of achievement of competence of learners because the material about vocabulary "number" it is very easy to sixth grade students and they are also have already learnt about that.
	The teacher's problem in implement the learning for young learners	√		The teacher got a problem in pronouncing English vocabulary, for example he pronounce "eight (8)" by saying "ich"

4	**Ability to evaluate learning outcomes**			
	The teacher is able to design and implement assessment.		x	The teacher does not evaluation
	The teacher capable of analyzing the results of assessment		x	The teacher does not evaluation
	Being able to utilize the results assessment for further improvement of the quality of learning.		x	The teacher does not evaluation
5	**The ability to develop learners to actualize its potential**.			
	The teacher facilitates learners to develop academic potential.	√		The teacher helps the students in learning English, the teacher develop the students' strength by asked them to memorize the vocabulary about "Number"
	Capable of facilitating learners to develop potential non-academic.		x	The teacher does not facilitating learners to develop potential non-academic because at that school English just in form of academic learning.
	The teacher's problem in develop learners to actualize its potential		x	The teacher does not get a problem

OBSERVATION SHEET

Name of teacher: Muhammad Humaidi
Name of school: MI Darul Muta'alimin
Class: IV –Third Observation (Wednesday, Thursday 22nd, 2019)

No	Statement	√	x	Activity
1	**The ability to understand the learners**			
	The teacher Understands the developmental characteristics of learners.	√		The learning material that the teacher used is appropriate with young learners, so the teacher does understand the developmental characteristic of learners, such us in understanding the level of cognition of learners according to age.
	The teacher Understands the principles of personality development of students.	√		In fifth grade, the class is not active, so the teacher asks a lot of question about the lesson so that the students more understand.
	Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.		x	The teacher taught dialogue about greeting to fourth grade students, so the researcher think that he does recognize the potential of students.
	The teacher's problem in understanding young learners		x	The teacher does not get a problem in understanding young learners
2	**The ability to create learning design**			
	Ability to plan the organization learning materials.	√		The teacher prepares learning material in teaching EYL: dialogue about greeting
	Ability to plan management learning.		x	The teacher does not create learning design
	Ability classroom management plan.		x	The teacher does not create learning design

	Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others.		x	The teacher does not create learning design
	Ability plan learning process valuation models.		x	The teacher does not create learning design
3	**The ability to implement the learning**			
	Being able to apply the teaching of basic skills.		x	The teacher does not open the lesson and also not close the lesson. The teacher immediately comes in classroom and writes the learning material in white board. The teacher asks the students to write. The students repeat what the teacher said about the material.
	Ability to apply various kind of model approaches, strategies/learning methods.		x	The teacher does not apply various strategies or method.
	Ability to master classes.		x	The teacher does not make the students activating participant in asking about lesson and able to answer and direct questions students. The class in not active class.
	Capable measure the level of achievement of competence of learners during the process learning takes place.		x	The researcher think that the teacher has already measure the level of achievement of competence of learners because the material is appropriate with young learners.
	The teacher's problem in implement the learning for young learners	√		The teacher never learned how to teach EYL, so he does not apply strategies and does not bring media for teaching EYL.
4	**Ability to evaluate learning outcomes**			
	The teacher is able to design and implement assessment.		x	The teacher does not evaluation

	The teacher capable of analyzing the results of assessment		x	The teacher does not evaluation
	Being able to utilize the results assessment for further improvement of the quality of learning.		x	The teacher does not evaluation
5	**The ability to develop learners to actualize its potential**.			
	The teacher facilitates learners to develop academic potential.	√		The teacher helps the students in learning English, the teacher develop the students' strength by asked them about the material.
	Capable of facilitating learners to develop potential non-academic.		x	The teacher does not facilitating learners to develop potential non-academic because at that school English just in form of academic learning.
	The teacher's problem in develop learners to actualize its potential		x	The teacher does not get a problem

OBSERVATION SHEET

Name of teacher: Muhammad Humaidi
Name of school: MI Darul Muta'alimin
Class: V – Forth Observation (Wednesday, August 28th, 2019)

No	Statement	√	x	Activity
1	**The ability to understand the learners**			
	The teacher Understands the developmental characteristics of learners.	√		The learning material that the teacher used is appropriate with young learners, so the teacher does understand the developmental characteristic of learners, such us in understanding the level of cognition of learners according to age.
	The teacher Understands the principles of personality development of students.		x	In fifth grade, the class is not active, the teacher cannot make the students to be participant or active when learning.
	Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.		x	The teacher taught "Memorize the worlds below" to fifth grade students, so the researcher think that he does recognize the potential of students.
	The teacher's problem in understanding young learners	√		The teacher get a problem in understanding young learners, because the researcher thinks that the English learning is not appropriate with YL, no game or song, no learning media.
2	**The ability to create learning design**			
	Ability to plan the organization learning materials.	√		The teacher prepares learning material in teaching EYL: "Memorize the words below!"
	Ability to plan management learning.		x	The teacher does not create learning design

	Ability classroom management plan.		x	The teacher does not create learning design
	Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others.		x	The teacher does not create learning design
	Ability plan learning process valuation models.		x	The teacher does not create learning design
3	**The ability to implement the learning**			
	Being able to apply the teaching of basic skills.	√		The teacher does not open the lesson and also not close the lesson. The teacher immediately comes in classroom and asks one students to cleaning the whiteboard. The teacher asks the students come in front of class to read the vocabulary one by one. The teacher asks the students to memorizing the vocabulary. The teacher does not close the lesson.
	Ability to apply various kind of model approaches, strategies/learning methods.		x	The teacher does not apply various strategies or method.
	Ability to master classes.		x	The teacher does not make the students activating participant in asking about lesson and able to answer and direct questions students. The class in not active class.
	Capable measure the level of achievement of competence of learners during the process learning takes place.	√		The researcher think that the teacher has already measure the level of achievement of competence of learners because the material is appropriate with young learners.

	The teacher's problem in implement the learning for young learners	√		The teacher never learned how to teach EYL, so he does not apply strategies and does not bring media for teaching EYL.
4	**Ability to evaluate learning outcomes**			
	The teacher is able to design and implement assessment.		x	The teacher does not evaluation
	The teacher capable of analyzing the results of assessment		x	The teacher does not evaluation
	Being able to utilize the results assessment for further improvement of the quality of learning.		x	The teacher does not evaluation
5	**The ability to develop learners to actualize its potential**.			
	The teacher facilitates learners to develop academic potential.	√		The teacher helps the students in learning English, the teacher develop the students' strength by asked them about the material.
	Capable of facilitating learners to develop potential non-academic.		x	The teacher does not facilitating learners to develop potential non-academic because at that school English just in form of academic learning.
	The teacher's problem in develop learners to actualize its potential		x	The teacher does not get a problem

OBSERVATION SHEET

Name of teacher: Muhammad Humaidi
Name of school: MI Darul Muta'alimin
Class: VI – Fifth Observation (Wednesday, August 28th, 2019)

No	Statement	√	x	Activity
1	**The ability to understand the learners**			
	The teacher Understands the developmental characteristics of learners.	√		The learning material that the teacher used is appropriate with young learners, so the teacher does understand the developmental characteristic of learners, such us in understanding the level of cognition of learners according to age.
	The teacher Understands the principles of personality development of students.	√		In sixth grade, the class is active. The teacher can make students active participating in learning.
	Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.	√		The teacher taught self information for sixth grade students, so the researcher thinks that he does recognize the potential of students. The learning material is appropriate.
	The teacher's problem in understanding young learners		x	The teacher does not get a problem in understanding young learners
2	**The ability to create learning design**			
	Ability to plan the organization learning materials.	√		The teacher prepares learning material in teaching EYL: Self Information
	Ability to plan management learning.		x	The teacher does not create learning design
	Ability classroom management plan.		x	The teacher does not create learning design

	Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others.		x	The teacher does not create learning design
	Ability plan learning process valuation models.		x	The teacher does not create learning design
3	**The ability to implement the learning**			
	Being able to apply the teaching of basic skills.		x	The teacher does not open the lesson and also not close the lesson. The teacher asks students to memorize the vocabulary about number in front of the class one by one. The teacher does not close the lesson.
	Ability to apply various kind of model approaches, strategies/learning methods.		x	The teacher does not apply various strategies or method.
	Ability to master classes.		x	The teacher often go outside of classroom
	Capable measure the level of achievement of competence of learners during the process learning takes place.	√		The researcher think that the teacher has already measure the level of achievement of competence of learners because the material is appropriate with young learners.
	The teacher's problem in implement the learning for young learners	√		The teacher never learned how to teach EYL, so he does not apply strategies and does not bring media for teaching EYL.
4	**Ability to evaluate learning outcomes**			
	The teacher is able to design and implement assessment.	√		The teacher asks the students to change the dialogue about self information based on the students' self.
	The teacher capable of analyzing the results of assessment	√		The teacher gives score for students' task.

	Being able to utilize the results assessment for further improvement of the quality of learning.	√		The teacher gives assessment to the students to know the students ability and in order to can improve the quality of learning.
5	**The ability to develop learners to actualize its potential**.			
	The teacher facilitates learners to develop academic potential.	√		The teacher helps the students in learning English, the teacher develop the students' strength by asked them about the material.
	Capable of facilitating learners to develop potential non-academic.		x	The teacher does not facilitating learners to develop potential non-academic because at that school English just in form of academic learning.
	The teacher's problem in develop learners to actualize its potential		x	The teacher does not get a problem

OBSERVATION SHEET

Name of teacher: Mawaddah, S.Pd.I
Name of school: MI Sullamuttarbiyah
Class: IV – First Observation (Friday, August 16th, 2019)

No	Statement	√	x	Activity
1	**The ability to understand the learners**			
	The teacher Understands the developmental characteristics of learners.	√		The teacher can understand the developmental characteristics of learners. The teacher teaches learning material that appropriate with the students.
	The teacher Understands the principles of personality development of students.	√		The teacher know the students who active and passive in classroom. The teacher meticulous with student who can memorize the vocabulary well and not.
	Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.		x	The teacher does not able in identify the provision of teaching early learners because when memorizing the vocabulary there are some students to can memorize well.
	The teacher's problem in understanding young learners		x	The researcher thinks that the teacher does not much problem in understanding young learners.
2	**The ability to create learning design**			
	Ability to plan the organization learning materials.	√		The teacher prepares learning material in teaching EYL about vocabulary "Religion".
	Ability to plan management learning.		x	The teacher does not create learning design

	Ability classroom management plan.		x	The teacher does not create learning design
	Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others.		x	The teacher does not create learning design
	Ability plan learning process valuation models.		x	The teacher does not create learning design
3	**The ability to implement the learning**			
	Being able to apply the teaching of basic skills.	√		The teacher does the greeting. The teacher asks to students to reciting short *surah* from Al-Qur'an. The teacher asks the student to memorize the vocabulary and teaches how to use dictionary well.
	Ability to apply various kind of model approaches, strategies/learning methods.		x	The teacher just does the memorizing the vocabulary, she does not apply various kind of model approaches, strategies/learning methods.
	Ability to master classes.	√		The teacher walks around the class to checking the students and ask them what they do not know about the learning material.
	Capable measure the level of achievement of competence of learners during the process learning takes place.		x	The teacher adjusts appropriate learning material for young learner, but does not apply strategies or method and media in teaching EYL in order to YL can interesting and easily in understanding the lesson.
	The teacher's problem in implement the learning for young learners	√		The teacher is never learned about how to teach EYL.

4	**Ability to evaluate learning outcomes**			
	The teacher is able to design and implement assessment.		x	The teacher does not evaluate learning outcomes of young learners.
	The teacher capable of analyzing the results of assessment.		x	The teacher does not evaluate learning outcomes of young learners
	Being able to utilize the results assessment for further improvement of the quality of learning.		x	The teacher does not evaluate learning outcomes of young learners
	The teacher's problem in evaluate learning outcomes of young learners.		x	The teacher does not evaluate learning outcomes of young learners
5	**The ability to develop learners to actualize its potential**.			
	The teacher facilitates learners to develop academic potential.	√		The teacher helps the students in learning English, for the students who have strength or weakness in learning English by asked the students. The teacher tells how to the way memorizing in order to quick in memorize.
	Capable of facilitating learners to develop potential non-academic.	√		The teacher does not facilitating learners to develop potential non-academic because at that school English just in form of academic learning.
	The teacher's problem in develop learners to actualize its potential		x	The teacher does not get problem in develop learners to actualize its potential.

OBSERVATION SHEET

Name of teacher: Mawaddah, S.Pd.I
Name of school: MI Sullamuttarbiyah
Class: IV – Second Observation (Friday, August 23rd, 2019)

No	Statement	√	x	Activity
1	**The ability to understand the learners**			
	The teacher Understands the developmental characteristics of learners.	√		The teacher can understand the developmental characteristics of learners. The teacher teaches learning material that appropriate with the students.
	The teacher Understands the principles of personality development of students.	√		The teacher know the students who active and passive in classroom. The teacher meticulous with student who can memorize the vocabulary well and not.
	Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.		x	The teacher does not able in identify the provision of teaching early learners because when memorizing the vocabulary there are some students to can memorize well.
	The teacher's problem in understanding young learners		x	The researcher thinks that the teacher does not much problem in understanding young learners.
2	**The ability to create learning design**			
	Ability to plan the organization learning materials.	√		The teacher prepares learning material in teaching EYL about vocabulary "Fruit".
	Ability to plan management learning.		x	The teacher does not create learning design

	Ability classroom management plan.		x	The teacher does not create learning design
	Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others.		x	The teacher does not create learning design
	Ability plan learning process valuation models.		x	The teacher does not create learning design
3	**The ability to implement the learning**			
	Being able to apply the teaching of basic skills.	√		The teacher does the greeting. The teacher asks to students to reciting short *surah* from Al-Qur'an. The teacher asks the students to write the learning material. The teacher asks the students to read the vocabulary. The teacher tells after that they will memorize the vocabulary that they have learned before.
	Ability to apply various kind of model approaches, strategies/learning methods.		x	The teacher just does not apply various kinds of model approaches, strategies/learning methods.
	Ability to master classes.	√		The teacher walks around the class to checking the students and ask them what they do not know about the learning material. The teacher goes to outside of classroom without permission from students.
	Capable measure the level of achievement of competence of learners during the process learning takes place.		x	The teacher adjusts appropriate learning material for young learner, but does not apply strategies or method and media in teaching EYL in order to YL can interesting and easily

				in understanding the lesson.
	The teacher's problem in implement the learning for young learners	√		The teacher is never learned about how to teach EYL.
4	**Ability to evaluate learning outcomes**			
	The teacher is able to design and implement assessment.		x	The teacher does not evaluate learning outcomes of young learners.
	The teacher capable of analyzing the results of assessment.		x	The teacher does not evaluate learning outcomes of young learners
	Being able to utilize the results assessment for further improvement of the quality of learning.		x	The teacher does not evaluate learning outcomes of young learners
	The teacher's problem in evaluate learning outcomes of young learners.		x	The teacher does not evaluate learning outcomes of young learners
5	**The ability to develop learners to actualize its potential**.			
	The teacher facilitates learners to develop academic potential.	√		The teacher helps the students in learning English, for the students who have strength or weakness in learning English by asked the students. The teacher tells how to the way memorizing in order to quick in memorize.
	Capable of facilitating learners to develop potential non-academic.	√		The teacher does not facilitating learners to develop potential non-academic because at that school English just in form of academic learning.
	The teacher's problem in develop learners to actualize its potential		x	The teacher does not get problem in develop learners to actualize its potential.

OBSERVATION SHEET

Name of teacher: Mawaddah, S.Pd.I
Name of school: MI Sullamuttarbiyah
Class: IV – Third Observation (Friday, August 30th, 2019)

No	Statement	√	x	Activity
1	**The ability to understand the learners**			
	The teacher Understands the developmental characteristics of learners.	√		The teacher can understand the developmental characteristics of learners. The teacher teaches learning material that appropriate with the students.
	The teacher Understands the principles of personality development of students.	√		The teacher know the students who active and passive in classroom. The teacher meticulous with student who can memorize the vocabulary well and not.
	Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.		x	The teacher does not able in identify the provision of teaching early learners because when memorizing the vocabulary there are some students to can memorize well.
	The teacher's problem in understanding young learners		x	The researcher thinks that the teacher does not much problem in understanding young learners.
2	**The ability to create learning design**			
	Ability to plan the organization learning materials.	√		The teacher prepares learning material in teaching EYL about vocabulary "Fruit".
	Ability to plan management learning.		x	The teacher does not create learning design

	Ability classroom management plan.		x	The teacher does not create learning design
	Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others.		x	The teacher does not create learning design
	Ability plan learning process valuation models.		x	The teacher does not create learning design
3	**The ability to implement the learning**			
	Being able to apply the teaching of basic skills.	√		The teacher does the greeting. The teacher asks to students to reciting short *surah* from Al-Qur'an. The teacher asks the students to write the learning material. The teacher asks the students to read the vocabulary. The teacher tells after that they will memorize the vocabulary that they have learned before.
	Ability to apply various kind of model approaches, strategies/learning methods.		x	The teacher just does not apply various kinds of model approaches, strategies/learning methods.
	Ability to master classes.	√		The teacher walks around the class to checking the students and ask them what they do not know about the learning material. The teacher goes to outside of classroom without permission from students.
	Capable measure the level of achievement of competence of learners during the process learning takes place.		x	The teacher adjusts appropriate learning material for young learner, but does not apply strategies or method and media in teaching EYL in order to YL can interesting and easily

				in understanding the lesson.
	The teacher's problem in implement the learning for young learners	√		The teacher is never learned about how to teach EYL.
4	**Ability to evaluate learning outcomes**			
	The teacher is able to design and implement assessment.		x	The teacher does not evaluate learning outcomes of young learners.
	The teacher capable of analyzing the results of assessment.		x	The teacher does not evaluate learning outcomes of young learners
	Being able to utilize the results assessment for further improvement of the quality of learning.		x	The teacher does not evaluate learning outcomes of young learners
	The teacher's problem in evaluate learning outcomes of young learners.		x	The teacher does not evaluate learning outcomes of young learners
5	**The ability to develop learners to actualize its potential**.			
	The teacher facilitates learners to develop academic potential.	√		The teacher helps the students in learning English, for the students who have strength or weakness in learning English by asked the students. The teacher tells how to the way memorizing in order to quick in memorize.
	Capable of facilitating learners to develop potential non-academic.	√		The teacher does not facilitating learners to develop potential non-academic because at that school English just in form of academic learning.
	The teacher's problem in develop learners to actualize its potential		x	The teacher does not get problem in develop learners to actualize its potential.

OBSERVATION SHEET

Name of teacher: Mawaddah, S.Pd.I
Name of school: MI Sullamuttarbiyah
Class: V – Fourth Observation (Saturday, August 31st, 2019)

No	Statement	√	x	Activity
1	**The ability to understand the learners**			
	The teacher Understands the developmental characteristics of learners.	√		The teacher can understand the developmental characteristics of learners. The teacher teaches learning material that appropriate with the students.
	The teacher Understands the principles of personality development of students.	√		The teacher know the students who active and passive in classroom. The teacher meticulous with student who can memorize the vocabulary well and not.
	Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.		x	The teacher does not able in identify the provision of teaching early learners because when memorizing the vocabulary there are some students to can memorize well.
	The teacher's problem in understanding young learners		x	The researcher thinks that the teacher does not much problem in understanding young learners.
2	**The ability to create learning design**			
	Ability to plan the organization learning materials.	√		The teacher prepares learning material in teaching EYL about vocabulary "The bathroom in toilet".
	Ability to plan management learning.		x	The teacher does not create learning design

	Ability classroom management plan.		x	The teacher does not create learning design
	Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others.		x	The teacher does not create learning design
	Ability plan learning process valuation models.		x	The teacher does not create learning design
3	**The ability to implement the learning**			
	Being able to apply the teaching of basic skills.	√		The teacher does the greeting. The teacher asks to students to reciting short *surah* from Al-Qur'an. The teacher asks the students to write the learning material. The teacher walks around the class to check the students. The teacher closes the lesson.
	Ability to apply various kind of model approaches, strategies/learning methods.		x	The teacher just does not apply various kinds of model approaches, strategies/learning methods.
	Ability to master classes.	√		The teacher walks around the class to checking the students and ask them what they do not know about the learning material. The teacher goes to outside of classroom without permission from students.
	Capable measure the level of achievement of competence of learners during the process learning takes place.		x	The teacher adjusts appropriate learning material for young learner, but does not apply strategies or method and media in teaching EYL in order to YL can interesting and easily in understanding the lesson.

	The teacher's problem in implement the learning for young learners	√		The teacher is never learned about how to teach EYL.
4	**Ability to evaluate learning outcomes**			
	The teacher is able to design and implement assessment.		x	The teacher does not evaluate learning outcomes of young learners.
	The teacher capable of analyzing the results of assessment.		x	The teacher does not evaluate learning outcomes of young learners
	Being able to utilize the results assessment for further improvement of the quality of learning.		x	The teacher does not evaluate learning outcomes of young learners
	The teacher's problem in evaluate learning outcomes of young learners.		x	The teacher does not evaluate learning outcomes of young learners
5	**The ability to develop learners to actualize its potential**.			
	The teacher facilitates learners to develop academic potential.	√		The teacher helps the students in learning English, for the students who have strength or weakness in learning English by asked the students. The teacher tells how to the way memorizing in order to quick in memorize.
	Capable of facilitating learners to develop potential non-academic.	√		The teacher does not facilitating learners to develop potential non-academic because at that school English just in form of academic learning.
	The teacher's problem in develop learners to actualize its potential		x	The teacher does not get problem in develop learners to actualize its potential.

OBSERVATION SHEET

Name of teacher: Mawaddah, S.Pd.I
Name of school: MI Sullamuttarbiyah
Class: IV – Fifth Observation (Saturday, August 31st, 2019)

No	Statement	√	x	Activity
1	**The ability to understand the learners**			
	The teacher Understands the developmental characteristics of learners.	√		The teacher can understand the developmental characteristics of learners. The teacher teaches learning material that appropriate with the students.
	The teacher Understands the principles of personality development of students.	√		The teacher know the students who active and passive in classroom. The teacher meticulous with student who can memorize the vocabulary well and not.
	Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.		x	The teacher does not able in identify the provision of teaching early learners because when memorizing the vocabulary there are some students to can memorize well.
	The teacher's problem in understanding young learners		x	The researcher thinks that the teacher does not much problem in understanding young learners.
2	**The ability to create learning design**			
	Ability to plan the organization learning materials.	√		The teacher prepares learning material in teaching EYL about vocabulary "Fruits".
	Ability to plan management learning.		x	The teacher does not create learning design

	Ability classroom management plan.		x	The teacher does not create learning design
	Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others.		x	The teacher does not create learning design
	Ability plan learning process valuation models.		x	The teacher does not create learning design
3	**The ability to implement the learning**			
	Being able to apply the teaching of basic skills.	√		The teacher does the greeting. The teacher asks the students to cleaning the whiteboard. The teacher walk around the class to checked the students. The teacher teaches the students how to search the word in dictionary. The teacher gives warning to the students if do not bring the note book or dictionary they will get punishment. The teacher give homework and them closes the lesson.
	Ability to apply various kind of model approaches, strategies/learning methods.		x	The teacher just does not apply various kinds of model approaches, strategies/learning methods, just memorizing the vocabulary.
	Ability to master classes.		x	At that time, the teacher just sitting in front of the class while explain about the learning material.
	Capable measure the level of achievement of competence of learners during the process learning takes place.		x	The teacher adjusts appropriate learning material for young learner, but does not apply strategies or method and media in teaching EYL in order to YL can interesting and easily in understanding the lesson.

	The teacher's problem in implement the learning for young learners	√		The teacher is never learned about how to teach EYL.
4	**Ability to evaluate learning outcomes**			
	The teacher is able to design and implement assessment.		x	The teacher does not evaluate learning outcomes of young learners.
	The teacher capable of analyzing the results of assessment.		x	The teacher does not evaluate learning outcomes of young learners
	Being able to utilize the results assessment for further improvement of the quality of learning.		x	The teacher does not evaluate learning outcomes of young learners
	The teacher's problem in evaluate learning outcomes of young learners.		x	The teacher does not evaluate learning outcomes of young learners
5	**The ability to develop learners to actualize its potential**.			
	The teacher facilitates learners to develop academic potential.	√		The teacher helps the students in learning English, for the students who have strength or weakness in learning English by asked the students. The teacher tells how to the way memorizing in order to quick in memorize.
	Capable of facilitating learners to develop potential non-academic.	√		The teacher does not facilitating learners to develop potential non-academic because at that school English just in form of academic learning.
	The teacher's problem in develop learners to actualize its potential		x	The teacher does not get problem in develop learners to actualize its potential.

INTERVIEW SHEET

No	Pertanyaan	
1	Apakah Bapak/Ibu memiliki latar belakang pedidikan tentang keilmuan bahasa inggris?	
2	Mengapa Bapak/Ibu mengajar mata pelajaran Bahasa Inggris?	
3	Sudah berapa lama Bapak/Ibu mengajar mata pelajaran Bahasa Inggris?	
4	Ada berapa kelas yang Bapak/Ibu ajar?	
5	Berapa jumlah siswa setiap kelas yang Bapak/Ibu ajar?	
6	Pernahkan Bapak/Ibu mengikuti pelatihan/seminar tentang mengajar Bahasa Inggris untuk *young learners*? Jika Pernah! Berapa kali?	
Indikator		**Pertanyaan**
1	**Pemahaman terhadap peserta didik**	1. Secara umum, bagaimana kemampuan belajar peserta didik yang Bapak/Ibu ajar? 2. Bagaimana karakteristik peserta didik yang Bapak/Ibu ajar? 3. Apakah ada kendala yang Bapak/Ibu alami dalam memahami karakteristik para peserta didik tersebut? 4. Apakah ada kendala yang Bapak/Ibu alami dalam menghadapi karakteristik para peserta didik?
2	**Perancangan Pembelajaran**	5. Apa kurikulum yang digunakan untuk pelajaran bahasa inggris? 6. Apakah Bapak/Ibu membuat sendiri RPP? 7. Apakah Bapak/Ibu selalu menyiapkan RPP sebelum mengajar? (Materi dan media) 8. Apa komponen-komponen yang perlu dikembangkan dalam membuat RPP? 9. Di samping RPP, apa saja yang perlu dipersiapkan? 10. Apakah ada kendala yang Bapak hadapi

		dalam merancang pembelajaran yang sesuai dengan peserta didik?
3	**Pelaksanaan kegiatan pembelajaran**	11. Dari sumber manakan Bapak/Ibu menapatkan Materi pembelajaran yang di ajarkan? 12. Bagaimana strategi Bapak/Ibu jika terdapat peserta didik yang kesulitan dalam memahami materi pelajaran? 13. Apakah ada kesulitan dalam membahas materi bahasa inggris yang bapak ajarkan? 14. Bagaimana Bapak memanfaatkan teknologi informasi dan komunikasi untuk pembelajaran Bahasa inggris? 15. Apakah ada kendala yang Bapak/Ibu hadapi dalam pelaksanaan pembelajaran bahasa inggris?
4	**Evaluasi hasil belajar**	16. Bagaiman Bapak dalam melaksanakan evaluasi pembelajaran? Apakah instrument penilaian dibuat oleh Bapak sendiri? 17. Apa tindakan Bapak dalam hal peningkatan kualitas pembelajaran Bahasa inggris untuk *young learners*? 18. Apakah Bapak/Ibu melakukan remedial jika nilai evaluasi siswa tidak sesuai dengan nilai standar? 19. Apakah ada kendala yang Bapak hadapi dalam pembuatan instrument penilaian dan ketika melakukan evaluasi hasil belajar siswa?
5	**Pengembangan potensi anak didik**	20. Bagaimana cara Bapak dalam membantu peserta didik untuk mengembangkan potensinya (kekuatan dan kelemahan) yang

		dimiliki peserta didik? 21. Tindakan apa yang dilakukan bapak untuk mengembangkan kekuatan dan mengatasi kelemahan tersebut? 22. Apakah ada kendala yang Bapak/Ibu hadapi dalam hal membantu pengembangan potensi anak didik?

DOCUMENTARY

MI Nurul Iman



MI Darul Muta'alimin



MI Sullamuttarbiyah



Sitting Arrengement of Students

1. MI Nurul Iman







2. MI Darul Muta’alimin



Fourth grade



Fifth grade



Sixth grade

3. MI Sullamuttarbiyah







Pictures of teaching and learning process







MI Sullamuttarbiyah



MI Darul Muta’alimin



MI Darul Muta’alimin



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SURAT KETERANGAN

Nomor: 560/Un.14/III.1.t/04/2019

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama	:	Nornajiyah
N I M	:	1501240504
Jurusan/Prodi	:	TBI
Alamat	:	Jl. Bawang Putih, Kel. Kuripan, Kec. Banjarmasin Timur RT. 31 RW.02 no. 74 kode pos 70236

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

PEDAGOGICAL COMPETENCE OF MISS MATCHED TEACHERS IN TEACHING ENGLISH FOR YOUNG LEARNERS AT ELEMENTARY SCHOOLS IN TAMBAN

Pada Hari/Tanggal : Senin, 8 April 2019

Tempat : SAC / Perpustakaan Jurusan TBI

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 8 April 2019
Ketua,

Mahmudah, M.Pd.I
NIP. 198708212015032004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
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07 Mei 2019

Nomor : 795/Un.14/III.1.t/05/2019
Lamp : -
H a l : Perubahan Judul Skripsi

Kepada Yth.
Sdr (i) Nornajiyah
NIM. 1501240504
Mahasiswa Jurusan TBI

di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

PEDAGOGICAL COMPETENCE OF MISS MATCHED TEACHERS IN TEACHING ENGLISH FOR YOUNG LEARNERS AT ELEMENTARY SCHOOLS IN TAMBAN

Berubah menjadi:

PEDAGOGICAL COMPETENCE OF MISMATCH TEACHERS IN TEACHING ENGLISH FOR YOUNG LEARNERS AT ELEMENTARY SHOOLS IN TAMBAN

Menunjuk :

1. Dra. Andi Irlina, M. Hum sebagai Dosen Pembimbing Konten dan Metodologi.
2. Afifah Linda Sari, M.Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

An. Wakil Dekan Bidang Akademik
Ketua,

Mahmudah, M.Pd.I
NIP. 198708212015032004

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Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

CATATAN SEMINAR PROPOSAL SKRIPSI

1. Nama Mahasiswa : Nornajiyah
2. N I M : 1501240504
3. Program Studi : Tadris Bahasa Inggris
4. Judul Proposal Skripsi : Pedagogical Competence of Miss Matched Teachers in Teaching English for Young Learners at Elementary schools in Tamban
5. Dosen Pembimbing : Dra. Andi Irlina, M.Hum
   : Afifah Linda Sari, M.Pd
6. Catatan Hasil Seminar :

NO	Catatan/saran Penanggap	NO	Catatan/saran Dosen
1.	Why did you choose 3 ghil? 3 miss matched.	1.	Revision → background of study Don't too general
2.	Can you explain teacher as a subject ?	2.	Explain → Pedagogical study
3.	Why did you choose Pedagoskil Competence ?	3.	Goal → research
4.	What's the difference your research and previous study?	4.	More theory
		5.	Revision → Observation sheet

Banjarmasin, 08 - April - 2019
Moderator,

Saidil Imani, M.Pd

Catatan :
Lembaran seminar ini, diisi oleh moderator

Date	Notes	SIGNATURE
03-05-2019	Chapter 2 : Write the Criteria of young learners teacher. add Information about pedagogic Competence. Write the technique and method In teaching EYL of the four language skills & the languange Components. Write the Source of every quotation	
27-06-2019	Add more information about paedagogical Competence of the YL English teachers.	
11-07-2019	Revise the problem Statement Give a clear explanation about paedagogical Competence - Focus the Background on the teacher's Competence.	

19-09-19	- Give a clear explanation about Pedagogical Comp in Definition of terms - Arrange the Subtittle Well. Write all the Competence the teachers Should have before the pedagogical Competence (chapt. 2) - Give page for your thesis - Write the Indicators of EYL pedagogical Competence - Write "Why" in the research Setting.	
27-09-19	Complete the thesis..	

Bimbingan ke-	Tanggal	Catatan Pembimbing Bahasa dan Teknik Penulisan	Tanda Tangan
	3/5/2019	Revise my notes on chapter 1-3.	
	4/6/2019	Chapter 1 - 3 OK Instrument OK Continue to field research!	
	17/7/2019	Research problem → add the question about the problems faced by the mismatch teachers in teaching English.	
	23/9/2019	Write chapter 4 systematically Explain the pedagogical competence of mismatch teacher in points. For instance: ① Mismatch Teacher in . . . . 1.1 . . . . . 1.2 . . . . 1.3 . . . . ect.	

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SURAT RISET

Nomor: B-2627 /Un.14/III.1.t/07/2019

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama	:	Nornajiyah
Nomor Induk Mahasiswa	:	1501240504
Semester	:	VIII (Delapan)
Alamat	:	Jl. Bawang Putih, Kel. Kuripan, Kec. Banjarmasin Timur RT. 31 RW.02 no. 74 kode pos 70236
Tugas	:	Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

PEDAGOGICAL COMPETENCE OF MISMATCH TEACHERS IN TEACHING ENGLISH FOR YOUNG LEARNERS AT ELEMENTARY SCHOOLS IN TAMBAN

Tempat yang dituju	:	Madrasah Ibtidaiyah Sulamut Tarbiyah
Barang yang dibawa	:	Seperangkat alat riset
Lamanya Riset	:	2 (Dua) bulan
Dari tanggal	:	17 Juli 2019
Sampai dengan tanggal	:	17 September 2019

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Wakil Dekan Bidang Akademik dan Kelembagaan,

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

Nornajiyah
NIM. 1501240504

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT RISET

Nomor: B-3621 /Un.14/III.1.t/07/2019

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama	:	Nornajiyah
Nomor Induk Mahasiswa	:	1501240504
Semester	:	VIII (Delapan)
Alamat	:	Jl. Bawang Putih, Kel. Kuripan, Kec. Banjarmasin Timur RT. 31 RW.02 no. 74 kode pos 70236
Tugas	:	Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

PEDAGOGICAL COMPETENCE OF MISMATCH TEACHERS IN TEACHING ENGLISH FOR YOUNG LEARNERS AT ELEMENTARY SCHOOLS IN TAMBAN

Tempat yang dituju	:	Madrasah Ibtidaiyah Darul Muta'alimin
Barang yang dibawa	:	Seperangkat alat riset
Lamanya Riset	:	2 (Dua) bulan
Dari tanggal	:	17 Juli 2019
Sampai dengan tanggal	:	17 September 2019

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Wakil Dekan Bidang Akademik dan Kelembagaan,

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

Nornajiyah
NIM. 1501240504

Subbag. Mikwa & Alumni FTK UIN Antasri

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SURAT RISET

Nomor: B-2627 /Un.14/III.1.t/07/2019

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama	:	Nornajiyah
Nomor Induk Mahasiswa	:	1501240504
Semester	:	VIII (Delapan)
Alamat	:	Jl. Bawang Putih, Kel. Kuripan, Kec. Banjarmasin Timur RT. 31 RW.02 no. 74 kode pos 70236
Tugas	:	Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

PEDAGOGICAL COMPETENCE OF MISMATCH TEACHERS IN TEACHING ENGLISH FOR YOUNG LEARNERS AT ELEMENTARY SCHOOLS IN TAMBAN

Tempat yang dituju	:	Madrasah Ibtidaiyah Nurul Iman
Barang yang dibawa	:	Seperangkat alat riset
Lamanya Riset	:	2 (Dua) bulan
Dari tanggal	:	17 Juli 2019
Sampai dengan tanggal	:	17 September 2019

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Wakil Dekan Bidang Akademik dan Kelembagaan,

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

Nornajiyah
NIM. 1501240504

Subbag. Mikwa & Alumni FTK UIN Antasri

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BARITO KUALA
Jalan Jend. Sudirman No. 13 Marabahan 70513
Telepon & Fax (0511) 4799044
E-mail : batolakalsel@kemenag.go.id

REKOMENDASI

Nomor : 1059 /Kk.17.10.2/PP.00/07/2019

Yang bertanda tangan di bawah ini :

Nama	: Drs. H.RUSBANDI,MA
N I P	: 196802101994031004
Pangkat/Gol.Ruang	: Pembina Tingkat I (IV/b)
Jabatan	: Kepala Kantor Kementerian Agama Kabupaten Barito Kuala

Dengan ini memberikan rekomendasi kepada :

Nama	: **NORNAJIYAH**
NIM	: 1501240504
Fakultas	: Tarbiyah dan Keguruan
Program Studi	: PBI
Pekerjaan	: Mahasiswa
Alamat	: Jl. Bawang Putih, Kel. Kuripan Kec.Banjarmasin Timur RT.31 RW.02 No 74 Kode Pos 70236
Isi Rekomendasi	: Melaksanakan riset/penelitian dengan Judul " **PEDAGOGICAL COMPETENCE OF MISMATCH TEACHERS IN TEACHING ENGLISH FOR YOUNG LEARNERS AT ELEMENTARY SCHOOLS IN TAMBAN** "
Lamanya	: 2 (Dua) Bulan 17 Juli sd 17 September 2019

Berdasarkan surat permohonan izin Riset/penelitian Universitas Islam Negeri Antasari Banjarmasin Nomor : B-2627/Un.14/III.1.t/07/2019 tanggal 19 Juli 2019.

Demikian Rekomendasi ini diberikan, untuk dipergunakan sebagaimana mestinya.

Marabahan, 24 Juli 2019
Kepala

H.RUSBANDI

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KABUPATEN BARITO KUALA
MADRASAH IBTIDAIYAH DARUL MUTA'ALIMIN
Alamat : Jl. Tamban Raya Km. 13 Kec. Mekarsari Kab. Barito Kuala

SURAT KETERANGAN
No: ML.17.04.11/PP.00.4/031/2019

Yang bertanda tangan di bawah ini:

Nama	: Ilhami, S.Pd.I
Jabatan	: Kepala Sekolah MI Darul Muta'alimin

Menerangkan dengan sesungguhnya bahwa:

Nama	: Nornajiyah
NIM	: 1501240504
Asal Perguruan Tinggi	: UIN Antasari
Fakultas	: Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris

Telah melaksanakan penelitian di MI Darul Muta'alimin selama 2 bulan, mulai dari tanggal 17 Juli sampai dengan 17 september 2019 untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan judul "***Pedagogical Competence of Mismatch Teacher in Teaching English for Young Learners at Elementary Schools in Tamban***".

Demikian surat keterangan dibuat untuk dapat dipergunakan sebagaimana semestinya.

Mekarsari, 18 September 2019
Kepala MI Darul Muataalimin

KEMENTERIAN AGAMA RI
1112 630 4 0011
NSM
MADRASAH IBTIDAIYAH
DARUL MUTA'ALLIMIN
JL. TAMBAN RAYA KM. 13.500 KEC. MEKARSARI

Ilhami, S.Pd.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KABUPATEN BARITO KUALA
MADRASAH IBTIDAIYAH NURUL IMAN
Alamat : Jl. Mekarsari Km. 17 Tamban Kec. Mekarsari Kab. Barito Kuala Kalimantan Selatan Kode Pos 70568
Email; misnuruliman@gmail.com

SURAT KETERANGAN

No: Mi.17.04.15/kp.003/49/2019

Yang bertanda tangan di bawah ini:

Nama	: Kasyful Anwar, S.Pd.I
Jabatan	: Kepala Sekolah MI Nurul Iman

Menerangkan dengan sesungguhnya bahwa:

Nama	: Nornajiyah
NIM	: 1501240504
Asal Perguruan Tinggi	: UIN Antasari
Fakultas	: Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris

Telah melaksanakan penelitian di MI Nurul Iman selama 2 bulan, mulai dari tanggal 17 Juli sampai dengan 17 september 2019 untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan judul "***Pedagogical Competence of Mismatch Teacher in Teaching English for Young Learners at Elementary Schools in Tamban***".

Demikian surat keterangan dibuat untuk dapat dipergunakan sebagaimana semestinya.

Mekarsari, 18 September 2019
Kepala MI Nurul Iman

Kasyful Anwar S.Pd.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KABUPATEN BARITO KUALA
MADRASAH IBTIDAIYAH SULLAMUTTARBIYAH
STATUS TERAKREDITASI
Alamat : Jl. Tamban Raya Baru Km. 11,700 Kec. Mekarsari Kab. Barito Kuala

SURAT KETERANGAN
No: Mi. 19.04.17/PP.00.4/62./2019

Yang bertanda tangan di bawah ini :

Nama	: Muktafa, S.Pd.I
Jabatan	: Kepala Sekolah MI Sullamuttarbiyah

Menerangkan dengan sebenar-benarnya bahwa:

Nama	: Nornajiyah
NIM	: 1501240504
Semester/Jurusan	: IX/Tadris Bahasa Inggris
Judul Skripsi	: Pedagogical Competence of Mismatch Teacher in Teaching English for Young Learners at Elementary Schools in Tamban

Adalah mahasiswa Universitas Islam Negeri Antasari Banjarmasin yang telah melaksanakan peneliatian untuk keperluan tugas akhir skripsi di MI Sullamuttarbiyah pada tanggan 17 Juli 2019 sampai dengan 17 September 2019.

Demikian Surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Mekarsari, 18 September 2019
Kepala MI Sullamuttarbiyah

Muktafa, S.Pd.I

CURRICULUM VITAE

I. Personal Details

Name	:	Nornajiyah
Place and Date of Birth	:	Tamban, April 22nd 1997
Gender	:	Female
Marital Status	:	Single
Religion	:	Islam
Nationality	:	Indonesia
Parents	:	Kasyful Anwar, S.Pd.I and Siti Aisyah
Siblings	:	Muhammad Hasyir and Adibah Ufairah

II. Formal Education

2006-2011	:	Elementary School of Nurul Iman (MI Nurul Iman)
2011-2013	:	Islamic Boarding School of At-Thohiriyah (Mts At-Thohiriyah)
2013-2015	:	Islamic Boarding School of At-Thohiriyah (MA At-Thohiriyah)
2015-2019	:	English Education Department of Antasari State Islamic University Banjarmasin

III. Organization Experiences

2012-2015	:	Member of cleanliness division and Chief of the Scout division at Organisasi Santriwati At-Thohiriyah (OSAT)
2013-2015	:	Member of Kwartir Ranting PRAMUKA Mekarsari district
2015-2017	:	Member of English Students Assosiation Antasari
2016-2018	:	Member of Pergerakan Mahasiswa Islam Indonesia (PMII)