TEACHERS' EXPERIENCES IN TEACHING ENGLISH TO TODDLERS USING A COMMUNICATIVE AND INTERACTIVE APPROACH AT ELITE ENGLISH COURSE

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TEACHERS' EXPERIENCES IN TEACHING ENGLISH TO TODDLERS USING A COMMUNICATIVE AND INTERACTIVE APPROACH AT ELITE ENGLISH COURSE

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ABSTRACT

Muhammad Ahadiaturrahman. 2026. Teachers' Experiences in Teaching English to Toddlers using a Communicative and Interactive Approach at Elite English Course. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dra. Andi Irlina, M. Hum

Keywords: Communicative Interactive Method, Experiences, Toddler

This study aims to explore teachers' experiences in teaching toddler classes at Elite English Course using the communicative interactive method. The study was conducted to understand the teachers' teaching experiences, the strategies used in the learning process, the challenges they faced, and the solutions they applied in teaching young learners. In addition, this study is expected to contribute as one of the references in early childhood English education. This study used a qualitative method with a narrative inquiry design. The participants of this study were three teachers from Elite English Course who had experience teaching toddler classes at different levels. The data were collected through open-ended interviews and document analysis. The findings showed that the teachers applied communicative and interactive learning activities by using games, songs, videos, flashcards, and real objects to attract students' attention. The challenges faced by the teachers included toddlers' limited attention span, differences in students' personalities and abilities, and difficulties in approaching new students. To overcome these challenges, the teachers used engaging media, gave attention based on each student's needs, and created a comfortable and active learning environment. The findings also showed that the communicative interactive method was considered effective because it increased students' participation, maintained their focus, and made the learning process more active without relying too much on textbooks.

ABSTRAK

Muhammad Ahadiaturrahman. 220101030013. *Teachers' Experiences in Teaching English to Toddlers using a Communicative and Interactive Approach at Elite English Course*. Skripsi. Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Dra. Andi Irlina, M. Hum

Kata kunci: Metode komunikatif interaktif, Pengalaman, Anak usia dini

Penelitian ini bertujuan untuk mengeksplorasi pengalaman para guru dalam mengajar kelas toddler di Elite English Course menggunakan communicative interactive method. Penelitian ini dilakukan untuk memahami pengalaman mengajar para guru, strategi yang digunakan dalam proses pembelajaran, tantangan yang dihadapi, serta solusi yang diterapkan dalam mengajar anak usia dini. Selain itu, penelitian ini diharapkan dapat memberikan kontribusi sebagai salah satu referensi dalam pendidikan bahasa Inggris untuk anak usia dini. Penelitian ini menggunakan metode kualitatif dengan desain narrative inquiry. Partisipan penelitian terdiri dari tiga guru Elite English Course yang pernah mengajar kelas toddler di level yang berbeda. Data dikumpulkan melalui open-ended interview dan document analysis. Hasil penelitian menunjukkan bahwa para guru menerapkan pembelajaran yang komunikatif dan interaktif dengan melibatkan berbagai aktivitas seperti permainan, lagu, video, flashcard, dan penggunaan real objects untuk menarik perhatian siswa. Tantangan yang dihadapi meliputi attention span toddler yang terbatas, perbedaan karakter dan kemampuan siswa, serta kesulitan dalam membangun pendekatan dengan siswa baru. Untuk mengatasi hal tersebut, guru menggunakan berbagai media menarik, memberikan perhatian sesuai kebutuhan masing-masing siswa, serta menciptakan suasana belajar yang nyaman dan aktif. Hasil penelitian juga menunjukkan bahwa communicative interactive method dianggap efektif karena mampu meningkatkan partisipasi siswa, menjaga fokus mereka, dan membuat proses pembelajaran menjadi lebih aktif tanpa terlalu bergantung pada textbook.

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