

The implementation of English Teaching and Learning Process in Early Childhood Education Centers in Daerah Istimewa Yogyakarta (DIY)

ABSTRACT

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This research aimed to identify the nature of English teaching and learning in Early childhood education centres in DIY. The specific aims were to get the general description of the English teaching and learning process and to identify the techniques, materials and media used to teach English in Early childhood education centers in DIY.

This research was a descriptive qualitative study (phenomenology). The population was the Early Childhood Education centers in DIY, while the sample was 5 centers in DIY representing 3 different contexts namely villages, suburbs and cities. The purposive random sampling was used to select the samples. The data were gathered using questionnaires, observation and in-depth interview. The instruments were a set of questionnaire, an interview guide and an observation guide as well as a video camera. The data were in the forms of field notes, interview transcripts, video and pictures/photographs. They were analyzed qualitatively. To get the trustworthiness of the data triangulation technique was used.

The result shows that the role of teachers in the English teaching learning process in early childhood education centers was prominent and central. The teachers are the ones who decide the materials, media and learning activities. There was no specific guideline issued by the government which regulates the implementation of the English teaching and learning process. The skills taught focus on listening, speaking, and vocabulary. The materials cover simple English expressions and simple vocabulary. The themes were adjusted with the PAUD 's curriculum. The teachers never made any syllabus or lesson plans. The use of Javanese and Indonesian languages was dominant. The duration of the lesson in each centre was various, ranging from 15 to 45 minutes. Not all teachers in the centers have the background of English education. The teachers in the villages graduated from Early Childhood Education Program (PAUD), while teachers in cities and suburbs graduated from English education department. The data shows that the teachers in these cities and suburbs used more varied media, learning activities and materials/themes.

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