

K.M. Sukarno

PROCEEDINGS

THE 1ST NATIONAL CONFERENCE
ON ELT AND CULTURE

REVITALIZING THE PRACTICE OF TEACHING ENGLISH TO YOUNG LEARNERS IN INDONESIA (TEYLIN)

Muria Kudus University (UMK), Kudus
July 19, 2011



ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY



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Revitalizing the Practice of Teaching English to Young Learners in Indonesia (TEYLIN)

Layouters

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PREFACE

The dynamic world life and the strategic roles of teaching English, especially to young learners, always encourage a greater need to revitalize the practice of teaching English to Young Learners in Indonesia (TEYLIN). In response to the need, the Committee of 1st National Conference on ELT and Culture at UMK has called for presentation and workshop proposals of the conference to be held in the campus of English Education Department, Muria Kudus University (UMK) in Kudus Central Java. The conference is conducted on July 19, 2011.

The presentation includes theoretical and/or empirical (research-based) papers of TEYLIN. Workshops are also welcome. English is the official language for the presentations and submissions of the conference. This proceeding is published to preserve all the papers presented in the conference. The plenary and parallel session speakers present their views on emerging issues related to the Teaching English to Young Learners in Indonesia (TEYLIN)

The topics of the conference include the TEYLIN-related areas such as (1) Current Development and Implementation, (2) Policy, Syllabus, and Material Development, 3) Cultural and Linguistic Insights, (4) ICT, Games, Media, Methods, and Assessment/Evaluation for Practices, (5) Local Literature and (6) Psycholinguistic and Sociolinguistic Aspects.

The committee extends sincere and deepest gratitude to all contributors who are the presenters in plenary and parallel sessions of the conference. Because of time constraints and other technical matters, the committee has realized that there are several weaknesses in the publication of this proceeding. Hopefully, this publication of TEYLIN will present some theoretical, empirical and practical significance. Thank you.

Kudus: July 19, 2011
The Chairman of the Committee
Drs. Muh. Syafei, M.Pd

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LET CHILDREN LEARN ENGLISH IN THEIR OWN WORLD: CULTURALLY REAL LIFE SITUATIONS

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Abstract: Children are not adults in miniature. Children learn everything through what they live with –things and cultural situations around them, including learning English as a second or foreign language. They actively construct meanings about things and culturally social interactions for what adults say and ask them to do. Teaching English to young learners –children, therefore, is different from that to adults. To successfully let children learn English in their own world, English teachers need appropriate skills that are different from those appropriate for adults. Considering that children construct meanings about things and social interactions for what adults say and ask to do, the English teachers need to make learning atmosphere seem to be more natural and communicative –culturally real life situations. To do so, it is suggested that the English teachers conduct their teaching in the forms of tasks and activities exploring and elaborating children’s surrounding: singing children’s songs, telling stories, playing games, doing role play, and doing projects. These tasks and activities should be culturally suitable with children’s real life situations. The English teachers should provide the children with sets of English vocabulary and English expressions useful for daily life communications, considering that a language (English) is a means of communications.

Key words: children, English, culture, real life situation, activities

A. Introduction

Recently, a large number of elementary schools in Indonesia put English as one of the subject matters in their curricula. Introducing early foreign language learning, English, for children gives a number of benefits such as having advantages of certain aptitudes related to cultures, preparing children with English for their secondary schools, enhancing and making use children’s learning potentials – considering golden age or critical period, and so forth. Therefore, rendering English to children, young learners attending elementary schools, is a wise and right decision.

However, teaching English to children is quite different from that to adults. The English teachers of elementary school should comprehend children’s characteristics, language, language teaching and learning to children, and have pedagogical competencies and skills. To give more understanding about teaching English to young learners, this paper discusses children/young learners, language and language teaching, language and culture, and teaching English to young learners. The English teachers of elementary school are suggested facilitating their students learn English in their own world, culturally real life situations, in the forms of varied tasks and activities.

B. Children/Young Learners and Children/Young Learners’ Learning

Children are children. They are not adults in miniature and, therefore, they should not be treated as the adults in all extents. They have their own characteristics and uniqueness in general according to their stages. Children, in this case young learners or students of elementary school, are cognitively categorized in concrete operational stages. They are in a stage in which they mostly comprehend something observable. They have not been able to think and comprehend anything abstract although they do or follow what adults instruct them to do.

Related to learning in elementary school, including learning a second or foreign language, it does not mean that children are passive learners. They follow what their teacher instructs and they actively construct what they are doing. To cater the children with more comprehensible inputs and make them understand what their teachers instruct and what they do, therefore, the teachers needs to present the materials using media or realia and do the tasks in the forms of activities.

Dealing with learning a second or foreign language, Cameron (2001: 1) states that children are more enthusiastic and lively learners compared to adults. They will have a go at an activity even when they do not quite understand why or how. However, they do not find it as easy as to use language to talk about language, grammar or discourse. In reference to children's characteristics, it seems to be clear that the teachers of English of elementary school should cater the young learners with varied tasks and activities relevant to their own world –culturally real life situations. The tasks activities need to be done repeatedly in different times/meetings in order that the children are accustomed to using certain functions, words, phrases, and expressions employed in the activities and to be used in their life communications. The same tasks, if possible, need to be done in different activities as the children easily get bored with such an activity.

In line with the children's characteristics above, Cameron (2001: 21) describes that children are mentally active learners who will try to find a meaning and purpose for activities that are presented to them. They work hard to make sense of what teachers ask them to do, and come to tasks with their own understanding of the purposes and expectations of adults. It implies that the teachers of English are not to worry about whether their students understand the materials or not. The point is that the teachers must be able to present the materials in interesting and enjoyable ways, at least the students are interested in following the activities. Step by step, the students will construct the meanings of what they listen to, say, and do in repeated and varied activities. The role of adults or teachers of elementary schools is to guide and probe the students to reach what they intend.

Concerning with the activeness of the children in following activities and in constructing meanings of what they do based on their teachers' instructions, it is suggested that the English teachers provide the students with meaningful exposures: stories, games, songs, films, and the like. In speaking, the teachers should make the children/students be accustomed to speaking up using the target language, English. The use of the first language should, as much as possible, be minimized. In writing activities, the teachers should provide the children/students with colourful pictures because the students of elementary school, psychologically and cognitively, are in the concrete operational stage, something observable. In fact, colourful pictures are also meaningful and interesting for the students in speaking activities.

To let the students learn in their own world, the teachers should create learning atmosphere to become, as much possible, natural as culturally social interactions where they live. The vocabulary (words), phrases, and expressions used must be related to their culture because children learn through social contexts (Vygotsky in Hudelson, 1991: 257) so that the students will easily and successfully make sense of what the teachers and adults ask them to do so. In other word, the students of elementary school should be catered with materials covered in the forms of tasks and activities, aided with concrete media or realia, and presented in the forms social interactive activities based on their culturally real life situations.

C. Language and Language Teaching and Learning

Language is used when people in a certain community interact with one another in fulfilling their needs. Language is used as a means of communication. It is in accordance with Brown (2000:5) who states that language is used for communication and it operates in a speech community or culture. It seems to be clear that language teaching and learning will successfully take place when language teachers, in this case English, are able to set their teaching and learning atmospheres in the forms of social interactions in the classrooms. In elementary school, furthermore, children will easily learn English in social contexts with their friends. It implies that the classroom settings and class activities need to be created to be communicatively natural, pedagogical purposes.

Although children learning English at elementary school do have a less complicated view of the world than older children and adults, but this fact does not imply that teaching children is simple and straightforward. Primary teachers need to understand how children make sense of the world and how they learn. They need knowledge of language, language teaching, and language learning (Cameron, 2001: xii) as stated before. The English teachers of elementary school, therefore, should be able to facilitate children's learning by setting their class as natural as possible so that the children do not realize that they are learning English but they seem to acquire English, unconsciously, because they do the tasks in the forms of activities based on their own lives, culturally real life situations.

D. Language and Culture

Language is a kind of a cultural product of its native speakers. Learning a second or foreign language is not merely learning the language itself. It also learns its native speakers' culture. However, it does not mean that the process or teaching and learning, the teachers of a foreign language neglect their own cultures. It will be really meaningful if the content of learning a second or foreign language is about both the cultures of the target language and the students' culture. Therefore, the students can use the target language, in this case English, in discussing anything related to their own real life situations. It is in accordance with Evertson & Weinstein (2006) in Trumbull & Rothsten-Fish (2009: 326) stating that if we wish to establish in our classroom "inclusive, supportive, and caring environment" that facilitates students' learning, then we must attend to culture. Trumbull & Rothsten-Fish (2009: 322), furthermore, state that the teachers can make their classrooms work better for diverse groups of students by becoming more aware not only of their students' cultures but also of their own and by tapping into the strengths of each culture represented in the classroom. It implies that the individual differences attending the class must be carefully paid attention by the teachers. In other words, students' real life situations –cultures need taking into consideration for the materials and activities in the second or foreign language class because language is a means of communication and it cannot be learned without meaningful contents.

If the materials and contents of teaching English as a foreign language at elementary school are based on the students/children's real life situations, it is in accordance with the Ministerial Rule of National Education No. 22 Year 2006 which states the standard of content –standard of competence and basic competence to be developed by the English teachers in Indonesia into syllabi, lesson plans, materials, and media on the basis of the uniqueness of each region in Indonesia (Act No. 20 Year 2003 about National Education System, article 1). This model is aimed at making the English learning materials be meaningful for the students' real lives (Sukarno, 2009: 147-157).

Considering that language, in this case English, is a means of communications, the children need to be introduced with polite expressions in the forms of language chunks, meaningful words/phrases used in communications. The expressions 'thank you, you're welcome, excuse me, and so forth' are kinds of English language chunks which are closely related to Indonesian cultures, politeness. The children should be accustomed to using such expressions although they have not understood the meanings at first, but later on they will construct the meanings of the expressions while they are in a context. It is related to current Indonesian government's campaign, character building through English language learning, based on students' cultures.

E. Teaching English to Young Learners: Let Children Learn English in their Own World –Culturally Real Life Situations

Teaching English to young learners, children attending elementary school, is not as simple as people think. It is probably more complicated than that to adults. It is not about the contents or materials to deliver but it is dealing with how to teach and the skills in managing class activities. As the children have not exactly known what they are doing, the English teachers should cater them with such tasks presented in activities so that the children will easily and enjoyably follow the class.

The tasks should be presented in the forms of activities relevant to the students' culturally real life situations. In fact, cultural awareness should be introduced to children since they are in elementary school because they need multicultural education to be prepared to participate in the projected diverse world in which they will eventually become adult citizens (Nieto, 2002). Furthermore, the children will get something meaningful in their lives and they will more easily understand what the teachers/adults mean. The teaching materials in each topic can be thematic related to the students' socioeconomic cultural backgrounds. It can be done because language does not have a set of 'content', other than structures and skills, which cannot be studied in a vacuum. Its content can and should be the pupils or students' real world. Their daily lives, cultures, environments, hopes and fears, and needs must be involved in what is happening around them in the class during the teaching-learning process (Davis, 1996: 233-234). If the English teachers are able to create such a condition, the pupils/children will be facilitated in making sense of what the teachers mean –learning objectives, because in general children learn through social contexts. Therefore, it is important that the teachers of English, as educators, must become culturally receptive by making connections with their students as individuals while also understanding the cultural contexts that influence their interactions (Worrell, 2009).

The English teachers are people who play important roles in helping children to learn English, bringing objects and ideas to their orientation, talking while playing and about playing, reading stories, asking questions of about they are learning (Vygotsky in Cameron, 2001: 6). As young learners learn many of their first language words through social interaction with adults, and the use of stories will offer similar rich opportunities for learning vocabulary (Cameron, 2001: 91), learning second or foreign language can adopt and adapt their experiences in learning first language. Therefore, using stories, retelling stories, will help the children to learn vocabulary of the target language. Besides, doing role play will give the children more opportunities to use the target language. To scaffold children's learning, the English teachers can attend what is relevant (suggesting, praising the significant, providing, and focusing activities), adopt useful strategies (encouraging rehearsal and being explicit about organization), and remember the whole task and goals (reminding, modeling, and providing part-whole activities (Wood in Cameron, 2001: 9).

The best way the English teachers can do for their pupils' learning is aim for dynamic congruence: choosing activities and content that are appropriate for the children's age and socio-cultural experiences (Cameron, 2001: 30-31). The tasks done in the forms of varied activities must be interesting and meaningful for the pupils in order that they have motivation and courage to follow. In line with Cameron, Read (2003) proposes the optimal conditions for helping young learners to learn that learning is natural, contextualized and part of a real event, interesting and enjoyable, relevant, social, and belongs to the child (children's world). However, the tasks and activities do not merely make the students full of fun. They should also focus on and meet the predetermined objectives, children's communicative competence.

To help the children meet the predetermined learning objectives, the English teachers can use three type activities: 1) problem solving activities (identifying, matching, sequencing, prioritizing, and classifying), 2) interactive activities (making survey and carrying out interview), and 3) creative activities (making masks, birthday cards, etc.) (Brewster, Ellis, and Girard, 2004: 45). The first type activity can be done by giving the children colourful pictures, for instance, and a number of statements or expressions about the pictures. The second type activity can be in the forms of information gap activities –role play which also commonly use pictures. The last activity can be conducted through project works. The English teachers guide the children in creating things (birthday cards, invitation letter, etc.) by reading a simple manual repeatedly and give an example. The teachers do their roles interactively with the children so that two-way communications take place. The use of media and realia relevant to children's real life situations make teaching and learning English more alive and meaningful to the children. It is in accordance with Abe's (1991: 266-267) statement as follows.

.... In place of reading, we can use flash cards, pictures, and various objects and realia to make the classroom come alive and resemble more closely the outside world. Use of these tools can free the teacher to be more the observer and facilitator and free the children to learn to use the language and learn to love the potentially fabulous experience of being able to communicate in another language to other people from around our vast world.

The use of media and realia, again, is appropriate for children's learning as they are cognitively in concrete operational stage. They will easily comprehend the words and expressions when they listen to their teachers or classmates and see the objects, realia the teachers show to them. Besides, the children will be more active in doing the activities.

Although the children are catered with tasks and activities and also aided by a number of media and realia, and of course they will find it easier in comprehending the materials, in teaching English to young learners, the English teachers need to create a balance in their classroom between providing support and providing a challenge (Brewster, Ellis, and Girard, 2004: 40). Support means that task and activities must give the children step by step understanding so that the children have courage and become motivated to always follow and do the tasks; while a challenge means that the tasks and activities provide the children with materials a little bit above their capability in order that the children feel challenged to go towards a higher position. Therefore, the tasks should, as much as possible, successively be arranged from simple to complicated.

1. Tasks

Tasks designed by English teachers or tasks developers should be able to provide the children with interesting and meaningful contexts according to culturally children's real life situations in order that they facilitate children's learning English, even acquiring English because they are presented in sets of activities. The tasks used in the English teaching-learning process are aimed at developing students' communicative competence. Communicative pedagogic tasks, therefore, aim to actively involve learners in meaningful communication, are relevant, are challenging but feasible (with task manipulation where possible), and have identifiable outcomes (Council of Europe, 2002: 158). In Indonesian setting, therefore, it is not appropriate for the children if the English teachers introduce *polar bear*, *giraffe*, *hippopotamus* at the beginning of discussing pets or animals because they do not exist in children's surrounding. *Chicken*, *hen*, *cat*, *cow*, and *buffalo* are probably closer to Indonesian children, and they should come first before *polar bear* and *giraffe*. When talking about a means of transportation in Kalimantan, Sulawesi, or Papua, it is also not relevant to the children if the English teachers show and introduce a picture of *train*. They do not have *train* for their transportation. It will be more meaningful if the English teachers show and introduce the children colourful pictures of *canoe*, *boat*, and *ship* before introducing *plane* and *train*. It is in accordance with Cameron (2001: 30-31) who states that the best we can do is aim for dynamic congruence: choosing activities and content that are appropriate for the children's age and socio-cultural experience. It is quite difficult, therefore, for the children living in Papua to think about *train* because they mostly do not experience using this kind of transportation means although the English teachers can provide the children with video.

The goal of the tasks is of course to help the children to be able to communicate with others using the target language, English. If the children find it interesting and enjoyable in doing the tasks but their communicative competence does not improve, the tasks do not meet the goal. The tasks should encourage the children to practice the target language. It does not mean that the teachers should always be strict and rehearse the children of a certain tasks so that the children are able to communicate. The teachers, on the other hand, should let the children learn naturally whether they firstly understand or not. The children will actively construct what the teachers mean and gradually understand. The teachers should make the children be accustomed using such words, phrases, and expressions and at the end the children will be able to use those chunks and expressions to communicate in certain contexts. Brewster, Ellis, and Girard (2004: 50-51) propose requirements for good tasks as follows.

Tasks emerge after pupils have studied a particular set of language and help to provide a context to ensure that learning has taken place. Tasks must have a clear goal, have a clear outcome, are contextualized with a real purpose and audience, encourage production and creative use of language, provide more pupil independence and choice, are more cognitively demanding, can be personalized according to pupils' interest, and provide opportunities to develop interaction and fluency.

To make the tasks successfully help the children meet the predetermined learning objectives, the English teachers and tasks developers should comprehend the key learning principles proposed by Cameron (2001: 19-20): i) Children actively try to construct meaning; ii) Children need space for language growth; iii) Language in use carries cues to meaning that may not be noticed, iv) Development can be seen as internalizing from social interaction; and v) Children's foreign language learning depends on what they experience. The main point to let children learn English in their own world, culturally real life situations, the tasks should provide the children with social interactions.

2. Activities

The English teachers of elementary school should be familiar with children's characteristics in order that they can facilitate their learning in natural atmospheres. Brewster, Ellis, and Girard (2004: 27-28) state that children are emotionally excitable, get bored easily, are excellent mimics, can concentrate for a surprisingly long time if they are interested, and can be easily distracted but also enthusiastic. It implies that the tasks should be presented in the forms of interesting, meaningful, and challenging activities. To avoid children's boredom, the activities must be varied. Another implication is that the English teachers must become good models for their pupils as they are good mimics, especially in pronunciation and in using appropriate expressions. The pupils will usually imitate what their teachers say, do, and acts. It is closely related to critical period hypothesis –golden age, the age when children can learn anything easily, including a foreign language –accents and expressions.

Interesting, meaningful, and varied activities will help children comprehend the materials and improve their language skills. Doing such activities means that the children learn and practice language skills, perhaps unconsciously, and the children will not easily forget what they do as Zukergood and Bettencourt (2009: 20) state as follows.

The best way for kids to truly understand the material is for them to use higher critical thinking skills such as teaching, comparing/contrasting, analyzing, synthesizing, and hypothesizing in contexts that are authentic, experiential, and relevant to their lives (10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say or write, and 80% of what they say as they do an activity).

Therefore, teaching English to children through activities is the most suggested model as it caters the children with pedagogical experiences and it is full of fun. To improve children's language skills and communicative competence, activities should 1) focus on language practice, 2) are cognitively simple, 3) are not always personalized to pupils' interest, 4) are not meaningful end themselves, 5) provide a small degree of freedom and choice, 6) provide controlled and guided practice, 7) rehearse specific language items, skills, or strategies, and 8) support the linguistic and cognitive demands of tasks in a structured way (Brewster, Ellis, and Girard, 2004: 51).

The requirements of good activities seem to be demanding and the English teachers frequently find difficulties in creating such activities. To overcome this problem, the English teachers can adopt and or adapt activities taken from English resource books. The teachers' tasks are to select and or modify activities suitable with their pupils' culturally real life situations. The activities can be thematic discussing a certain topic, the content of the lessons automatically seems to be more important than the language itself because language cannot be studied in a vacuum. This means that it is easier to relate the lessons to the experiences and interests of the pupils (Scott and Ytreberg, 1993: 84).

In reference to the above discussions, doing activities is a good way for children in learning a foreign language. The activities closely related to children's lives are singing children's songs, telling stories, playing games, doing role play, and doing projects. The following is the discussion of each activity.

a. Singing Children's Songs

Naturally children like to sing. Children's songs can be in the forms chants, a word or phrase that is repeated many times. Singing songs, children will actively learn new things without too much thinking but they actively construct the meanings if they sing and do what they sing. Therefore, total physical response (TPR) will be appropriate for children's learning. TPR develops listening skills, introduces new language in a very visual –contextualized way, involves activity and movement, and does not at first put pressure on young learners to speak (Brewster, Ellis, and Girard, 2004: 44). E.g. "Book, pen, desk, chair" is a song and chant that can be used to learn things surrounding children. The word book, pen, desk, and chair can be changed into objects existing in the classroom. "What did you do" is another example of children's song which can be used to make the pupils be accustomed using the simple past without too much thinking.

Songs, rhymes, and chants can be used in many different ways: as warmers, as a transition from one activity to the next, closers, to introduce new language, to practice language, etc. (Brewster, Ellis, and Girard, 2004: 168). Using songs as an activity will make the pupils get interested in following the class. It also does not neglect language elements. The type of songs depends on the situations suitable with pupils' culturally real life situations.

b. Telling stories

Telling stories is another suitable way to teach children because, in general, they love stories. Storytelling is a universal phenomenon, central to children's social, intellectual and cultural development and it is productive in ELT (Brewster, Ellis, and Girard (2004: 46-47). In addition, Wright (2004: 3) states that stories, which rely so much on words, offer major and constant source of language experience for children. Stories are motivating, rich in language experience, and inexpensive.

The children will be more interested in listening to the story if they are provided with pictures to follow, if possible colourful pictures. Storytelling is close to role play. Having listened to a story, the children may act it out in front of the class. The story must be simple. E.g. The Little White Cat and Little Red Riding Hood

c. Playing games

Games are fun and children like to play them. That in itself is a strong argument for incorporating them in the EFL classroom. Playing games is a vital and natural part of growing up and learning. Through games children experiment, discover, and interact with their social environment (Lewis, 2008: 5). With the games, children can learn and practice language elements and language skills depending on what to improve. The task of the English teachers is to select which games are suitable with children's real lives. Games taken from resource books can be adapted so that they are close to pupils' lives. "Family Ties", for instance, is the game which relevant to any cultures. It trains the pupils speaking using right vocabulary, appropriate expressions, and correct grammar.

Children enjoy constructive play and games. They are not only motivating and fun but can also provide excellent practice for improving pronunciation, vocabulary, grammar, and the four language skills (Brewster, Ellis, and Girard, 2004: 172). Games experience children using the target language in their own world. Games will stimulate pupils to do something, practicing language skills. They are very useful to activate introvert or reluctant pupils to speak up. By playing games, children will accomplish the tasks without any burdens. They work on such activities naturally.

d. Doing role play

Role play is appropriate for delivering English language materials to young learners. Role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interactions and motivation in the classroom. By doing a role play, children will really experience practicing language skills. It gives pedagogically authentic experiences because they directly take a part in the play. They listen to, say, and act certain expressions. Therefore, they will get at least 80% of what they do. The reasons as Ladousse (2009: 6-7) states are as follows.

- 1) A very wide variety of experience can be brought into the classroom through role play. It can be used to train children in speaking skills in any situations.
- 2) Role play puts children in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships.
- 3) Some people are learning English to prepare for specific roles in their lives.
- 4) Role play helps many shy children by providing them with a mask.
- 5) Role play is fun. It is children's real life situations.

In role play, practical language use is employed. The language used in everyday communication, including register, is practiced by the children. The expressions used here are simple so that the children will more easily remember and practice. Having practiced such expressions, the children are expected to be more confident using the target language, English. "Picture Role Play" is a kind of role plays which develops children's writing skills, listening skills, and speaking skills in the forms of interview.

e. Doing projects

The previous part talks about role plays in which children have certain roles to act out. Children behave as though they were the real persons having the roles. Doing projects, on the other hand, the children really do what they really need to do in accomplishing the tasks. Doing projects gives the most real experiences for the children in using certain expressions used in certain tasks on specific needs. Therefore, the project is a prime example of experiential learning. Phillips, Burwood, and Dunford (2008:6-7) state that language introduced and practiced within a project is directly related to the task in hand; the children use the language that is needed for the successful completion of the activity. A project introduces and practices language, and integrates language skills, in a natural way.

In line with Philips et al., Piaget in Hudelson (1991: 256) states that children in primary or elementary school are usually in what is called the concrete operational stage of cognitive development. This means that they learn through hands-on experiences and through manipulation of objects in the environment. Accordingly, the use of project is appropriate for teaching English to children. They say words, phrases, and or expressions as they need and they observe about the objects and activities they do. "Party Food" is a kind of projects that is meaningful for the children. The children are asked to make a kind of food and they should know and talk about the procedure how to make/cook the food, including materials and serving food.

F. Final Remarks

With regard to the above discussions, some conclusions can be made. To let children learn English in their own world, culturally real life situations, the English teachers should know language, children's characteristics, language teaching and learning, and have pedagogical competences and skills in presenting materials. The materials are covered in interesting and meaningful tasks according to children's lives. The tasks should be presented in varied activities on the basis of children's world: singing children's songs, telling stories, playing games, doing role play, and doing projects.

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