TEACHING METHODS AND APPROACHES USED IN
TEACHING YOUNG LEARNERS

THESIS

Submitted in Partial Fulfillment

of the Requirements for the Degree of

Sarjana Pendidikan

Andreas Tirta Wijaya

NIM: 112014008

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS KRISTEN SATYA WACANA

SALATIGA

2018
TEACHING METHODS AND APPROACHES USED IN
TEACHING YOUNG LEARNERS

THESIS

Submitted in Partial Fulfillment

of the Requirements for the Degree of

Sarjana Pendidikan

Andrean Tirta Wijaya

NIM: 112014008

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS KRISTEN SATYA WACANA

SALATIGA

2018
TEACHING METHODS AND APPROACHES USED IN TEACHING YOUNG LEARNERS

THESIS

Submitted in Partial Fulfillment

of the Requirements for the Degree of

Sarjana Pendidikan

ANDREAN TIRTA WIJAYA
NIM: 112014008

Approved by:

M. Ch. Eko Setyarini S.S, M.Hum
Supervisor

Yustina Priska Kismanto, S.Pd, M.Hum
Examiner
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama: 
NIM: 
Fakultas: 
Program Studi: 
Judul tugas akhir: 

Penimbang:
1. 
2. 

Dengan ini menyatakan bahwa:
1. Hasil karya yang saya serahkan ini adalah asli dan belum pernah diujikan untuk mendapatkan gelar kesanjanaan baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.
2. Hasil karya saya ini bukan saduran/terjemahan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan penelitian/implementasi saya sendiri, tanpa bantuan pihak lain, kecuali arahan penimbang akademik dan narasumber penelitian.
3. Hasil karya saya ini merupakan hasil revisi terakhir setelah diuji oleh bimbingan.
4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah diterbitkan atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam naskah dengan menyebutkan nama pengarang dan dicantumkan dalam daftar pustaka.

Pernyataan ini saya buat dengan selesaiahnya. Apabila di kemudian hari terbukti ada penyimpangan dan kedalaman dalam pernyataan ini maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga, 9 JANUARI 2019

[Signature]

ANDREANTIKTA UJAYA
COPYRIGHT STATEMENT

This thesis contains no such material as has been submitted for examination in any course or accepted for the fulfillment of any degree or diploma in any university. To the best my knowledge and my belief, this contains no material previously published or written by any other person except where due references are made in the text.

Copyright©2018. Andrean Tirta Wijaya and Maria Chrisitina Eko Setyarini S.S, M.Hum

All right reserved. No part of this thesis may be produced by any means without permission of at least one of the copyright owner or the English Department, Faculty of Language and Literature, Satya Wacana Christian University, Salatiga

Andrean Tirta Wijaya
PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

Nama : ANDREAN TIRTA WIJAYA
NIM : 112014008
Fakultas : BAHASA DAN SENI
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul tugas akhir : TEACHING METHODS AND APPROACHES USED IN TEACHING YOUNG LEARNERS

Dengan ini saya menyatakan hak non-eksklusif* kepada Perpustakaan Universitas - Universitas Kristen Satya Wacana untuk mempublikasikan, mengutip, akses serta melakukan pengelolaan terhadap karya saya ini dengan menunjuk pada ketentuan akses tugas akhir elektronik sebagai berikut (bersama pada kotak yang sesuai):

☑ a. Saya mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA

☐ b. Saya tidak mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA**

* Hak yang tidak terbatas hanya bagi santri saja. Pengguna, peneliti, dan mahasiswa yang mengeroxilah hak non-eksklusif kepada Repositori Perpustakaan Universitas serta mengonsumsi hasil karya mereka masih memiliki hak copyright atas karya mereka.

** Harap diingat bahwa hak istimewa (copyright) mematuhi Hukum Informasi dan Kekayaan Intelektual. Penerbitan ini harus diiringi dengan penyajian deskripsi karya dalam hal penulis atau penulisnya.

Demikian pernyataan ini saya buat dengan sebenarnya.

Salatiga, 9 JANUARI 2019

[Signature]

MENGETAHUI,

MARIA CH. SETYARINI, S.S., M.Hum

[Signature]

YUSTINA PRISKA K., S.Pd., M.Hum

[Signature]

F-LIB-081
PUBLICATION AGREEMENT DECLARATION

As a member of Universitas Kristen Satya Wacana academic community, I verify that:

Name: Andrean Tirta Wijaya
Student ID Number: 112014008
Study Program: English Language Education Program
Faculty: Faculty of Language and Arts
Kind of Work: Undergraduate Thesis

In developing my knowledge, I agree to provide SWCU with a non-exclusive royalty free right for my intellectual property and the contents therein entitled:

TEACHING METHODS AND APPROACHES USED IN TEACHING YOUNG LEARNERS

With this non-exclusive royalty free right, UKSW maintains the right to copy, reproduce, print, publish, post, display, incorporate, store in or scan into a retrieval system or database, transmit, broadcast, barter or sell my intellectual property, in whole or in part without my express written permission, as long as my name is still included as the writer.

This declaration is made according to the best of my knowledge.

Made in: Salatiga
Date:

Verified by signee
Andreas Tirta Wijaya

Approved by

Thesis Supervisor
M. Ch. Eko Satyarinin S.S, M.Hum

Thesis Examiner
Yustina Priska Kisnanto, S.Pd, M.Hum
TABLE OF CONTENTS

COVER PAGE ............................................................................................................1
INSIDE COVER PAGE...............................................................................................2
APPROVAL PAGE.......................................................................................................3
PERNYATAAN TIDAK PLAGIAT..................................................................................4
COPYRIGHT STATEMENT.........................................................................................5
ACCESSIBILITY STATEMENT ......................................................................................6
PUBLICATION AGREEMENT AND DECLARATION .................................................7
TABLE OF CONTENT ...............................................................................................8
ABSTRACT ..................................................................................................................12
INTRODUCTION ........................................................................................................12
LITERATURE REVIEW ............................................................................................14
Young Learners and Their Characteristics .............................................................13
Definition of Teaching Methods and
Approaches............................................................................................................15
Types of Teaching Methods and
Approaches............................................................................................................15

  Audio-lingual Method...........................................................................................15
  Community Language Learning ..........................................................................16
  Suggestopedia .......................................................................................................16
  The Grammar Translation Method ....................................................................17
The Direct Method.................................................................17
The Army Method.................................................................18
Communicative Language Teaching........................................18
Task Based Language Learning..............................................19

THE STUDY .................................................................................19
Context of the study.................................................................19
Participants ..............................................................................19
Data collection instrument .....................................................20
Data collection procedures ....................................................20
Data analysis procedures........................................................20

FINDING AND DISCUSSION ....................................................21
Audio-lingual Method................................................................22
Suggestopedia..........................................................................23
The Grammar Translation Method ...........................................25
Task Based Language Learning...............................................26
The Reading Method.................................................................27
The Direct Method .................................................................28
The Army Method.................................................................29
Communicative Language Teaching........................................30
Community Language Learning..............................................31
CONCLUSION .................................................................................................................. 32
REFERENCES ............................................................................................................... 34
ACKNOWLEDGEMENT ............................................................................................... 36
APPENDIX ..................................................................................................................... 37
TEACHING METHODS AND APPROACHES USED IN TEACHING YOUNG LEARNERS

Abstract

This study was aimed to find out how school teachers from Kudus, Central Java, Indonesia. They use methods and approaches that have been well established. In this qualitative study, student-teachers (university students who major in education) have to be aware in picking methods and approaches before they deliver certain materials and treat their students. Each stage required its own treatment. The student-teachers also need to know how the methods and the approaches done. Participants of this study were six school teachers who teach first up to third graders. They teach in schools which view English as a foreign language. Each teacher was interviewed one by one in order to be able to share their teaching experiences. This study found that the teachers only used several methods and approaches, such as Audio-lingual method where drilling is used; the Grammar-Translation Method which discuss language rules of first language and target language; Suggestopedia which tries to build a good atmosphere between teacher and students, and Task-based Language Teaching where teacher asked students to make some task that involve students’ language ability. Later, this study is expected to help student teachers in preparing their teaching practicum about which teaching methods and approaches they should use in teaching young learners.

Keywords: methods, approaches, teaching, young learners

INTRODUCTION

Richards (2013) said that teaching should be done in certain ways, so that a teacher can achieve learning objectives. One of them is by delivering instruction in certain manners. The manners are called methods and approaches. There are several kinds of methods and approaches used in teaching. It could be different from a group of leaners to another group. Teaching methods approaches used in teaching young learners would not be the same with the methods used in teaching adolescents learners.
Teachers should be aware of manners in how they treat their students. Whether s/he teaches young children or adolescents, s/he needs to find appropriate kinds of teaching methods. Once s/he gets the right way to teach the students, s/he would be able to establish a good atmosphere in the classroom, a good communication with the learners and a smooth learning process. A right method or approach also generates effective classroom activity.

There is a study toward teaching methods and approaches done by Kumari (2002). The study took place in Kerala, India. The researcher has evaluated some teaching methods and approaches used in adolescents and adults through some observations. On the other hand, this study finds and describes what teaching methods are used in teaching young learners, who are at the first until the third year of elementary school. This study is also going to be conducted through some interviews with teachers from some schools at Kudus, Central Java, Indonesia. Another study over methods and approaches by Richards and Rogers (2001) has been done along with multilingual Latin community. The study has tried to describe and compare found methods and approaches. Meanwhile, this study only describes teaching methods and approaches done by teachers of young learners. Later, Afrin (2013) has done a reasearch comparative research over methods and approaches along with young adults from two schools. Unlike Afrin’s work, this study works over teachers of young learners, not with the students. The similarity between Afrin’s paper and this study are comparative research over teaching methods and approaches which are used from one school to another school.
The previous backgrounds that I have mentioned makes me interested to find out about methods and approaches used in teaching young leaners. This study aims to describe what teaching methods and approaches are applied by the school teachers, especially who teach young learners. Some student-teachers still have no clue about which methods and approaches they should use in their teaching sessions whenever they take teaching practicum. If they do, they still do not know how each method or approach should be done. Later, this study is expected to give a clearer explanation to student-teachers about the used teaching methods and approaches whenever they are going to take their teaching practicum.

Research question:

1. What methods and approaches are usually used by teachers of young learners?
2. How the methods and approaches are used by the teachers in teaching young learners?

LITERATURE REVIEW

In this part, there are some definitions about young learners, followed with some explanation about characteristics of pupils, and definition about methods in teaching young children.

Young Learners and Their Characteristics

Young learners are children who are three up to twelve years old. According to Erzos (2007), they are divided into three main groups: very young learners (3-6 years old), young learners (7-9 years old) and late young learners (10-12) years old. Harmer
(2007) adds that young learners have some characteristics: they tend to respond to everything whether they understand or not; they understand better when they see, hear, touch and have some interactions, they usually struggle when the teacher only explains; they learn indirectly, which means they learn everything from their surroundings; they tend to discover everything, making drawing and moving from one place to another place. Later, Harmer (2008) states that young learners have a short attention span, which means they can only concentrate in five to ten minutes. They become bored easily. On the other hand, Purwaningsih (2011) says “Young learners who are in elementary schools.” She adds that they study English as a foreign language. In other words, young learners are usually found in primary school. The way teachers treat young learners and adolescents have to be different. Children love to be involved (Brewster, 1997). They also love to give respond (Phillips, 1995). They need more concrete activities, such as physical movements to stimulate their thinking (Brumfit, 1997). Prasetia (2011) states that children should learn in a fun way. They learn best when they enjoy themselves. She also gets teachers to bring things which are close to their cultural background. Thus, there are ways to teach young children, which can be done in order to catch pupils’ attention back and make them enjoy themselves while in the classroom.

Thus, young learners are children who are in range of 7 up to 9 nine years old. They tend to have a short attention span and become bored easily. They learn at their best when they are involved. Therefore, teachers of young learners need to prepare some classroom activities which involve them a lot.
Definition of Teaching Methods and Approaches

According to Karavas, methods and approaches are steps for the teacher and the learners in learning a certain subject. In this case, English. He adds that methods are sets of actions for the teachers in how should they teach. After that, Karavas also comes up with an idea that methods are sets of actions or activities in using a certain teaching-material. Another expert, such as Kumari (2002) states that methods and approaches are sets of ideas from teachers which are going to be used in teaching. Thus, the researcher draws a conclusion that methods are sets of ideas which are put into action or activities that are should be used by a teacher in teaching a certain teaching-material.

Types of Teaching Methods and Approaches

There are several classifications of methods. According to Larsen-Freeman (1990), the methods that have been found are Audio-lingual Method, Community Language Learning and Suggestopedia.

Audio-lingual Method

It is a language learning based on process of habit formation. In this method, teachers tend to prevent students’ errors through some repetitions. Whether they are words or sentences forms. In some cases, there would be overlearn towards some words or sentence forms. However, Positive reinforcement, such as giving rewards or compliments helps students to develop correct habits. After that, according to Afrin (2013), this method is an oral drilling action. Thus, Audio-lingual Method is a method that uses a habit
formation through oral drilling actions.

**Community Language Learning**

It is a method that views each student as a whole person. There is a belief that people are learning at their best when they feel secure enough. Here, students are given some chances to generate the target language they wish to learn. For instance, a teacher gives an opportunity to students to describe a thing in their bedroom. The students are given a free will to choose a particular thing and describe the thing as detailed as they can. In this method, teacher should be able to understand what the students are going through. Whether they lack of vocabularies or do not know a certain form to describe their favorite thing even pronouncing a certain word which is chosen by the students. Afrin (2013, p. 22) adds that this approach gives students a room for making error as much as the students can without being judged. Therefore, community language teaching is an approach that provides a comfortable learning environment for students, so they can learn target language better through making lots of errors.

**Suggestopedia**

It is a method where it gives students a pleasant environment. This method believes that a secure environment would enhance students’ performance. A better environment is going to boost students’ confidence. The higher students’ confidences are, the better the learning process will be. This method also requires a good communication between teachers and students.
When the teachers and the students can unite, the learning is more enhanced. The method could be done by giving some various or playful teaching medias or activities. Shikare (2017) adds that suggestopedia is a humanistic method that uses things that can comfort students, they are usually English musics. Thus, suggestopedia is method which gives a comfortable atmosphere in classrooms by using musics as its teaching media.

Another expert, such as Kumari (2002, p. 51) has more classifications of teaching methods. They are The Grammar-Translation method, The Direct Method, The Reading Method, The Army Method and Communicative Language Teaching. He also has The Audio-lingual Method in his classifications and it has been explained in Larsen-Freeman’s classifications.

*The Grammar-Translation method*

It is a method where teachers compare sentence-forms from mother tongue to target language. This method was popular in 18th and 19th century (Rhalmi, 2009). It exposes some language rules from two languages. Teachers usually have students to listen or read a sentence from two languages, copy each rules of the languages and write the translation based on the rules.

*The Direct Method*

This is a method which attempted in Europe from 1850 to 1900. It is characterized by the use of target language as a medium of instruction and communication in a classroom. There was a belief that it would enhance fluency more effective than The Grammar-Translation Method. This method
also avoids the use of the first language or mother tongue or translation from
the first language into target language.

*The Reading Method*

This is a method only used for achieving reading through
comprehension. The goal of the method itself is not fluency, but more on
enriching vocabulary or finding a certain sentence-form.

*The Army Method*

The Army Method is a method which found in 1942 during the Second
World War. This method aims to train fluent speakers in as many languages in
a short period of time. The method is done by having contact with native
speakers. After that, this method would expose spoken-language with
minimum reading and writing.

*Communicative Language Teaching*

This method has become one of popular methods in recent years. The
method focuses on language in real-life situations, such as having a
conversation between teachers and students even fellow students in a
classroom. It put less attention on language rules and emphasizes on fluency.
This method believes the language rules are less important than good
communicative skills.

Karavas (2014) also comes with his own classifications. He has all of
the mentioned classifications before and one more new classification. It is
Task-based language learning (p. 44-45).
Task-based language learning

Nunan (2004) states that this method focuses on students’ authentic language. Here, students are ordered to do a meaningful task using the target language, such as write a sentence, a poem, a short-story, a speech, a conversation even a presentation.

METHODOLOGY

This study of teaching methods in teaching young learners was used a qualitative method. The method used in order to gain an understanding of certain issues, opinions and something beyond an action (Mason, 2002). The data were not in numbers (McLeod, 2017). Thus, this research explored and described why the teachers use certain teaching methods and approaches while teaching.

Context of the Study

This study was conducted in six elementary schools at Kudus. They were SD Masehi, SD Cahaya Nur, SD Kanisius, SD 2 and 3 Barongan also SD 1 Kaliputu. The schools were the most preferred by parents because of the quality of the school teachers. The schools are also the oldest schools in the town.

Participants of Study

The participants of this study were English teachers of each school, especially who taught grade 1 to 3. Each school had one teacher who taught that range of ages. Therefore, there were six participants in this study.
Data Collection Instrument

Tools that used in this study were interview questions. There were some open-ended questions that had to be answered by the teachers as this study’s participants. The questions were about how the teachers treat their pupils during their teaching.

Data Collection Procedures

The interviews were done once for each teacher. Each interview took about 45 to 60 minutes in each session. The participants’ answers were in their first language (Bahasa Indonesia) and noted down on papers. Each answer were translated into English in next part of this study.

Data Analysis Procedures

In order to analyze the data, I used the notes in classifying methods and approaches used by the teachers. They were discussed in a narration. Each classification of methods and approaches were compared with some experts’ work, such as Larsen-Freeman (1990), Kumari (2002) and Karavas (2014).
FINDINGS AND DISCUSSION

The study found that all of teachers mostly used only five out of nine methods and approaches mentioned in the literature review. They were audio-lingual method, suggestopedia, the grammar-translation method, the reading method and task-based language learning. Meanwhile, seldom used methods and approaches were community language learning, the direct method, the army method and communicative language teaching.

Table 1: Methods and Approaches used by teachers

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher</th>
<th>ALM</th>
<th>CLL</th>
<th>SUS</th>
<th>TGTM</th>
<th>TDM</th>
<th>TRM</th>
<th>TAM</th>
<th>CLT</th>
<th>TBLT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher 1</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>2</td>
<td>Teacher 2</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>3</td>
<td>Teacher 3</td>
<td>✔</td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>4</td>
<td>Teacher 4</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>5</td>
<td>Teacher 5</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>6</td>
<td>Teacher 6</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

ALM : Audio-lingual method  
CLL : Community Language Learning  
SUS : Suggestopedia  
TGTM : The Grammar-Translation method  
TDM : The Direct method  
TRM : The Reading method  
TAM : The Army method  
CLT : Communicative Language Teaching  
TBLT : Task-based Language Teaching
According to Table 1, teacher 1 used six out of nine methods and approaches. Meanwhile, teacher 2, 4 and 5 were moderate teachers who used five out of nine methods and approaches. After that, there were teacher 3 and 6 who used only four out nine methods and approaches and considered as the least active among teachers. How each method and approach used would be discussed in next part of the report.

Audio-Lingual Method

All of the teachers used audio-lingual method because they believe children are good, for instance in imitating, repeating new words, a language forms and a habit formation. Students were usually asked to repeat the words and forms after the teacher.

Excerpt (1) : “I usually ask my first grade students to sing “ABC” song before the class started. I believed it makes them easier to understand how the alphabets sound in English.” (Teacher 1)

Excerpt (2) : “I use ‘Baby Shark’ songs to help my students learn family tree. The song sounds simple and easy to follow by the pupils.” (Teacher 3)

Excerpt (3) : “I use ‘Head, Shoulders, Knees and Toes’ song before students learn about body parts, and it is easier to introduce the words to them because of the song.” (Teacher 6)

In excerpt (1), (2) and (3), the teachers used a nursery rhyme from the YouTube before teaching a certain topic. This habit believed can help the students to easily memorize new words. Teacher 3 even uses the most searched song in 2017, Baby Shark, which its lyrics contain words of family members before teaching family tree.
Before the teachers asked the students to sing the songs together, they usually explained certain topics to students first. For instance, if they were going to learn about family members, the teachers introduced the new words beforehand. After that, in order to be easier to memorize, the teachers played the songs over and over again (drilling).

Compared to Larsen-Freeman (1990), this study found that teachers provide rewards to students. In Larsen-Freeman’s era, drilling sounds more terrifying than nowadays’ drilling. Teachers in this study tend to use media that students really enjoy. Therefore, no rewards needed.

**Suggestopedia**

In this study, the teachers tried to make learning processes more comfortable for students, such as using songs, pictures, videos even games in classroom. They usually used pictures from students’ worksheets and manual books. Songs which titled, “A B C”, “Head, Shoulders, Knees and Toes”, “Family Fingers”, and “Baby Shark” were sung together along with simple movements in order to make students easier to memorize new words. When it came to videos, one of the teachers brought students to a computer room. A game called, “Siapa Cepat Dia Dapat” is also used in their teaching. For instance, the teachers asked them to find meanings of an English word or an Indonesian word. Those who could answer the question correctly would get a present or additional point.

Excerpt (4):

> “Once I used a game in my teaching. There, I am looking who is the fastest in finding a meaning of a word in target language from their mother tongue. I usually give them more
point or snacks for those who can find the answer fast.”
(Teacher 1)

Excerpt (5):
“Once I used pictures in my teaching. I intentionally printed them. Then, I showed them to my students and asked them to find the suitable word for the pictures in target language.” (Teacher 4)

Excerpt (6):
“I use a video for my students to learn a certain topic. For instance, using a music video titled “Head, Shoulders, Knees and Toes”. I also asked them to follow movements from the video to make them understand better.” (Teacher 6)

In excerpt (4), teacher 1 used a pop quiz as his/her post-teaching activity. After he explained a certain topic, s/he checked his/her understanding toward the topic using the quiz. Here, the students were needed to be as fast as they could to answer the teacher’s question in target language.

In excerpt (5), teacher 4 used flash cards in whilst and post teaching. S/he used the cards to give a better explanation when s/he wanted to introduce new words. Later, in post-teaching, the teacher gave a pop quiz using the cards. Here, the students were also needed to be as fast as they could in answering the teacher’s question.

In excerpt (6), teacher 6 used a song and a simple choreography in teaching body parts. First, s/he explained each body part in English. Then, s/he asked the students to watch a music video and follow some movements in the video. Later, in post-teaching, the teacher asked the students to sing the song without any help from the teacher and the music video.

This study and Larsen-Freeman’s (1990, p. 4-5) findings shared the same results. Teachers in this study were trying to make a comfortable environment or
atmosphere in their classrooms through teaching medias, such as pictures, songs, videos, etc. Therefore, their students would enjoy each learning process.

**The Grammar-Translation Method**

This method used by all of the teachers. Here, they exposed both Bahasa Indonesia and English characteristics and forms. They really concerned on form issues because each language share an extremely different forms.

Excerpt (7) : “At the beginning they usually mess up the language rules between English and Bahasa Indonesia. I directly remind them if they pronounce certain phrases wrong. If I could, I would try to explain the rules using boards, so they can easily understand the rules.” (Teacher 3)

Excerpt (8) : “I use boards in explaining rules of each language. Then, I asked them to write some simple sentences on the piece of paper.” (Teacher 5)

In exceprt (7) and (8), in order to avoid wrong forms in writings, the teachers explain that Bahasa Indonesia and English shared extremely different rules. They explained it Bahasa Indonesia or students’ mother tongue. Therefore, the students would understand better. They explained them (the language rules) on whiteboards if necessary.

This study found that the grammar-translation was still popular. In this method, teachers tend to expose both language rules whether students’ mother tongue and target language using white boards. What made it still popular was each language rules shared extremely different rules.
Task-Based Language Teaching

This approach used by all of the teachers. Here, the teachers give one or some meaningful tasks that could affect students’ language development. For instance, making vocabulary lists both in English and Bahasa Indonesia. The teachers believe that it was the fastest and easiest way to memorize new words and make the students productive while at home. Another example was making short sentences. Here, the teachers believe it would help students to learn forms of each language.

Excerpt (9):
“I often ask my students to make vocabulary lists which are in English and Bahasa Indonesia. I hope by making those lists they would enrich their words bank and memorize the words well.” (Teacher 1)

Excerpt (10):
“For young children I usually ask them to complete uncompleted sentences and give label on pictures. Those tasks come from their worksheets. I also ask them to make vocabulary lists in English and Bahasa Indonesia. Sometimes, I check them one by one whether they already memorized certain vocabulary or not.” (Teacher 3)

Tasks that were given to students could be doing students’ worksheet (completing uncompleted sentences and labeling pictures) and making vocabulary lists both in English and Bahasa Indonesia in a table. Teacher 3, sometimes also checked students one by one in front of the class after they write down their vocabulary lists. In doing worksheets, teacher 1 prefer students to do some exercises at home, because they believed it would give a reason for students to study at home.

There were some differences between this study and Karavas’ (2014) findings. Teachers in this study tend to ask students to copy and paste new vocabulary from whiteboards and textbook into students’ note book. Meanwhile, in Kumari’s (2002)
finding, teachers enhance students’ language authenticity through some meaningful tasks, such as poem, short-story, conversations even presentations.

**The Reading Method**

This was the first method that could be considered as one of the least used methods. Some teachers believe that young learners were still need to enrich their vocabulary. Therefore, they would not give any reading passages.

Excerpt (11)  
: “Giving my students reading passages? I have never done that. They are still too young to read long paragraphs.” (Teacher 2)

Excerpt (12)  
: “I think it is not good to give reading passages to young children, they should be for older learners.” (Teacher 6)

The teachers strongly disagreed in giving reading passages to young students. They thought reading passages were for older learners instead. In teaching young children, the teacher should read for the students rather than ask the students to read.

The teachers also believed young learners still need to learn new words alone rather than in paragraphs.

Kumari (2002) ever stated that it was okay to use the reading method as long as the purpose was for fluency. Meanwhile, teachers in this study had a different belief from the expert. They believed that their students were still need to be trained in their accuracy.
The Direct Method

This was a method where the teachers speak the target language (English) in their classroom. Most of the teachers did not use the method because the learners are too young and the context of English was as a foreign language. There was only one teacher who used the method. However, it was not completely direct method, the teacher code-switch his/her instruction from English to Bahasa Indonesia and so vice versa.

Excerpt (13) : “I would never give instruction in English all the time. I am afraid they would not understand me.” (Teacher 1)

Excerpt (14) : “Giving instructions in English all the time? I think I would never do that. I would do that if my students were children of foreigners.” (Teacher 2)

In excerpt (13) and (14), the teachers also strongly disagreed in giving instructions in English all the time to students. They prefer speaking in Bahasa Indonesia more often than in English. They believed the students would not be able follow the instructions well if they speak in English all the time. Teacher 2 added, if students are foreigners’ children, it would be a different case.

Kumari (2002) said using target language as a medium of instructions --- the direct method was effective in promoting fluency. Meanwhile, teachers in this study had a different belief or issue to be promoted from the expert. They believed that their students were still too young to be told in the target language and they wanted students to focus on their accuracy.
The Army Method

This was a method that enforcing students to speak in target language. It could be putting students into a situation to be face-to-face with native speakers and have some interactions. Here, there was also only one teacher who used the method. They brought a native speaker to the classroom, yet it was still not a complete army method, the teacher became the moderator between the students and the native speaker.

Excerpt (15): “I do not enforce my students to speak in English, I just let them flow. I will wait until they are ready enough. Once I took my native speaker friend to classrooms, but I still in control about what should be questioned to him.” (Teacher 1)

Excerpt (16): “I think young learners should not be enforced to speak in the target language. On the other hand, I have never taken a native to my classes either taking the students to tourist resorts; they are still too young for those things.” (Teacher 2)

Excerpt (17): “I do not enforce my students to speak in target language, I just ask them to greet and asking permissions as long as they are ready. Taking native speakers is also nearly impossible for me, because I do not have any relatives who are native speakers.” (Teacher 3)

In excerpt (15), (16), (17), the teachers were seldom thinking in enforcing their students to speak in English. They also share the same reason: the children are still too young to be forced. Teacher 3 said that asking the students to deliver simple sentences were still good.

Teacher 1 (excerpt (15)) once has taken a native speaker to classes. Yet, s/he is still had a full-control over students in having interactions with the native speaker.
Therefore, the students would not question something inappropriate.

This findings was different if compared to Kumari’s (2002) findings, The Army method in this study was done in a different way. Kumari wanted students to have some interactions with native speakers spontaneously, because he had an issue about fluency. Meanwhile, teachers of this study did not just come with fluency issue. They came with accuracy issue too. Therefore, teachers of this study still had a full-control about what were to deliver from students to the native speakers.

**Communicative Language Teaching**

This was one of the least or seldom used approach. It was an approach where teachers obligate students to have interactions in English each other, even with the fellow students. The reason why this method was not used because the learners were too young and English was not students’ mother tongue.

Excerpt (18)

: “I do not recommend my students to speak in target language with their peers. I do not want to do it either. However, I would be very happy if they can do it eventually. I just want to keep my expectation low toward my students.” (Teacher 4)

Excerpt (19)

: “I will just let my students have fun with English first through songs, pictures, stories and etc. I do not expect them to be able to communicate in English with their peers.” (Teacher 5)

Excerpt (20)

: “I think I should not expect them (students) to use target language while having interaction, but I would be very happy if they could do it.” (Teacher 6)

The teachers were seldom in expecting their students to speak in English with...
their peers. They also share the same reason: the children are still too early to do the activity, because they just know the language for the short period of time. Yet, some teachers stated that they would be very happy if their students could have some interactions using target language with their peers.

Teachers in this study seemed that they wanted to focus on students’ accuracy. It was different again from Kumari’s finding and his issue about fluency. Therefore, the teachers were seldom in using Communicative Language Teaching approach.

**Community Language Learning**

This was also the least or seldom used method. It was method that asked students to work together in classrooms. At the first time, the teachers tried this method, but it ended up with the students playing around by themselves. It was concluded by teachers that the students was also too young to work in groups.

**Excerpt (21)**

: “I seldom thinking to have my students work in groups, because I am afraid the students would end up with playing around.” (Teacher 2)

**Excerpt (22)**

: “I have never had my students work in groups. I think they still do not understand the essential of working in groups. They are still too young for this.” (Teacher 4)

**Excerpt (23)**

: “I have never asked them to work in groups, I am afraid they would end up with playing around in classrooms.” (Teacher 6)

The teachers are seldom thinking in asking their students work in groups while they were in classrooms. They also shared the same reason: the children were still too early to do the activity and they have not known the essentials of working in groups
yet. They are also afraid if the students would end up with just playing around in the classrooms. Therefore, they seldom choose this method.

The teachers in study were still teacher-centered. They wanted their students to follow teachers’ order. That was also mean less exploration for the students. This was different from Larsen-Freeman’s findings, where teachers in his study were student-centered ones.

CONCLUSION

This study was aimed to seek and find out what are teaching methods and approaches applied by school teachers, especially those who teach young learners.

The most used methods and approaches were audio-lingual method, suggestopedia, the grammar-translation method, the reading method and task-based language teaching. Meanwhile, seldom used methods and approaches were community language learning, the direct method, the army method and communicative language teaching.

Each methods and approaches have their own characteristics in how they should be done. Audio-lingual method where drilling is used; the Grammar-Translation Method which discuss language rules of first language and target language; Suggestopedia which tries to build a good atmosphere between teacher and students, and Task-based Language Teaching where teacher asked students to make some task that involve students’ language ability

The findings described how the methods and approaches done by the teachers.
Some method and approaches has been done the same as stated by experts. On the other hand, some method and approaches also has been modified by the school teachers. There were also some various reasons why each method or approach was done in a certain way. This study is expected to give a clearer explanation to student teachers about the used of teaching methods and approaches whenever they are going to take their teaching practicum.

Teachers may have a plan and follow the plan, but they still need to be flexible while teaching. For instance, when the electricity goes down and they have to play a music or video on a certain day, do not suddenly change methods or approaches. Try to sing a song along with students without the music and write the lyrics beforehand. Another example, if teachers are going to use Army Method, where students are given chances to ask anything or having interactions with native speakers, try to be a moderator between the students and the native speakers. That would prevent students to deliver inappropriate questions to the native speakers.

This research is actually still limited in terms of school context. It is done in English as foreign language context. It would need different methods and approaches if the student teachers are going to take teaching practicum in a school which has “English as the second language” context or international schools. I hope there would be a research with teachers of international schools as its participants.
REFERENCES


https://www.myenglishpages.com/blog/grammar-translation-method/

https://www.professorjackrichards.com/methods-and-techniques-for-young-learners/

ACKNOWLEDGEMENT

First of all, I want to thank God for always blessing me from beginning study until the end of my thesis submission. Then, I would like to express my profound gratitude to all those gave me support to complete this thesis. I want to thank you for English Department of Universitas Kristen Satya Wacana where I had been spending my wonderful time learning English and gave me many experiences. I have furthermore to express my deep regards to my Thesis Supervisor, Ibu Maria Christina Eko Setyorini, M.Hum for her stimulating suggestion, monitoring, and encouragement during consultation time. My gratitude for second reader, (....) gives me suggestion or inputs for better improvement in this thesis.

Second, I would like to give thanks for my mother, father, sisters and relatives who gave me support to complete this thesis. My friends also gave me support, inputs, and motivations. Those are Dila, Vega, Ela, and other friends. Again, thank you for those who have filled the last study in Satya Wacana Christian University.
APPENDIX

Interview Questions
These interview questions are used to see methods used by an English teacher while teaching their students. Please read or listen the statements carefully, and give an explanation in brief toward each question.

Audio-lingual Method
1. Do you make any habits formation in your classroom (example: when you say, “Good morning, Students”, then the students should say, “Good Morning, Ms.”)?
2. If yes, how do you build the habit(s)?
3. If yes, why do you need the habit(s) in your learning process?
4. Do you ask your students to repeat (drill) new words or forms?
5. If yes, how do you ask them to do the forms?
6. If yes, why do you think it is important to repeat the new words?

Community Language Learning
7. Do you give a chance to your students to work together?
8. Why do you ask them to work together?

Suggestopedia
9. Do you use songs in your teaching?
10. If yes, what kind of songs do you use? Why?
11. Do you use videos or pictures in your teaching?
12. If yes, what kind of videos or pictures do you use? And why?
13. Do you use games in your teaching?
14. If yes, what kind of games do you use? Why?
15. Do you bring realias (real objects) in your teaching?
16. If yes, what are those? Why?
17. How do you use those teaching medias in your teaching?
The Grammar Translation Method
18. Do you translate your instructions from English to Indonesia and vice versa?
19. If yes, how are you translating your instructions while teaching?
20. Do you ask your students to make a list of vocabulary both in English and their native language? Why or why not?
21. Do you expose both language rules and share differences of English and Indonesia to your students?
22. How do you explain each language rule?
23. Why do you think it is important to explain the rules to students?

The Direct Method
24. Do you speak in English while teaching? Why?
25. Do you have a regulation that obligates your students to speak in English to you (teacher)? Why or why not?
26. Do you also have a regulation that obligates your students to speak in English with their peers? Why or why not?

The Reading Method
27. Do you provide some reading passages to your students?
28. What kind of passages are those?
29. Do you check students’ understanding toward the passages? How?

The Army Method
30. Do you give some chances to students to speak (have a contact) with a native speaker? Why or why not?
31. Have you brought them into a tour called “tourists hunting”? Why or why not?
32. Have you ever enforced your students to speak in English? Why?
**Communicative Language Teaching**

33. Do you ask your students to communicate in English with you?

34. Do you ask or recommend your students to communicate in English with their peers?

**Task Based Language Teaching**

35. Do you ask your students to make some tasks?

36. If yes, what kind of tasks do you asked to your students?

37. If yes, why do you think it is necessary to give them tasks?