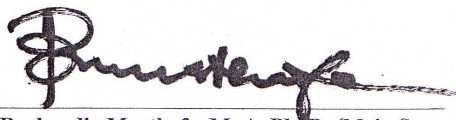


APPROVAL SHEET


This is to certify that the Board of Examiners has approved the Master's thesis of **Ratna Murni** as the requirement for the Master's degree in English Education.

Bandung, August 2009

Board of Examiners

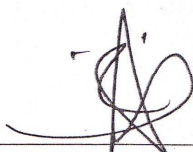


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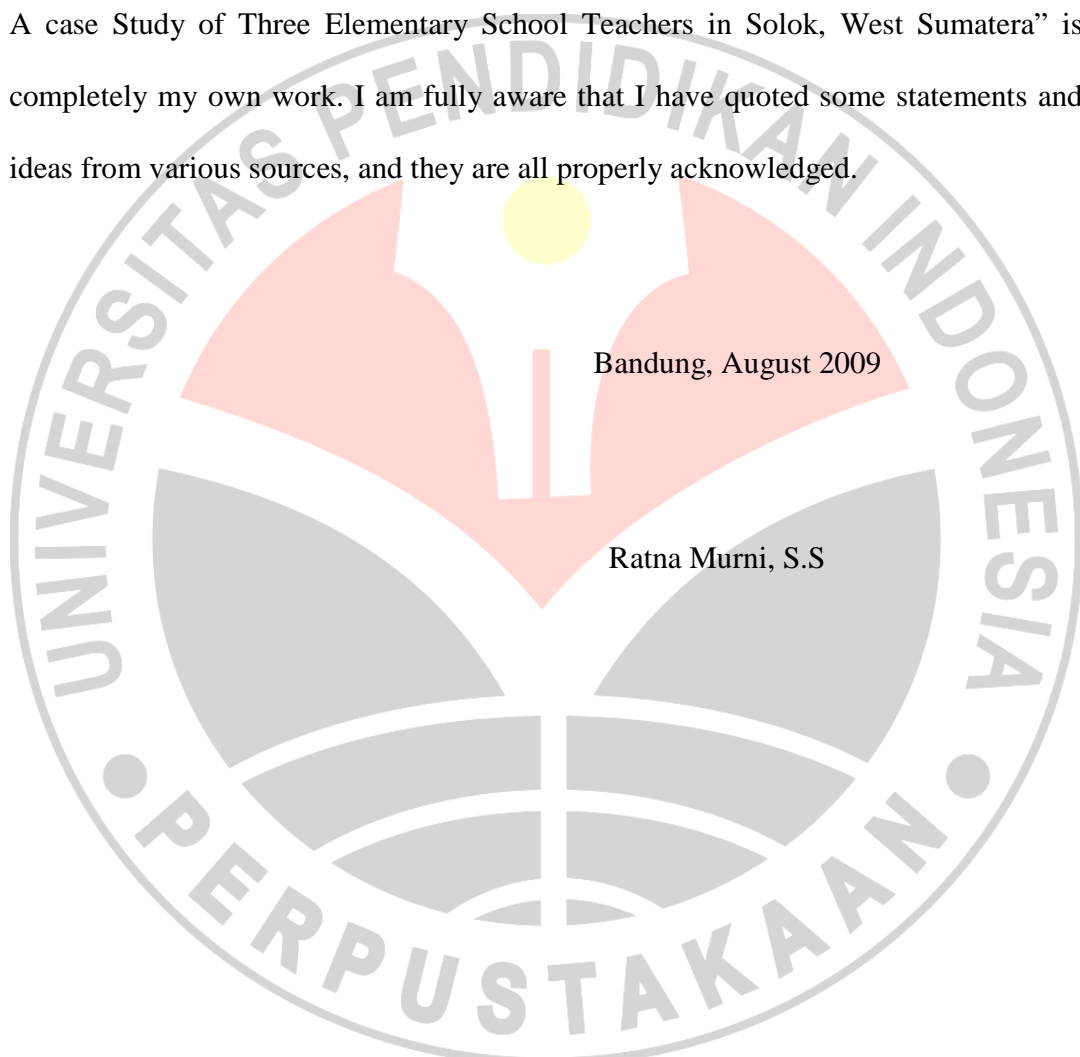
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DECLARATION

I hereby declare that this thesis which entitled “Teaching English to Young Learners: A case Study of Three Elementary School Teachers in Solok, West Sumatera” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources, and they are all properly acknowledged.

Bandung, August 2009

Ratna Murni, S.S



ABSTRACT

This study investigates teachers' way in planning and in implementing their English teaching to young learners and the way they assess their students' learning progress and achievement. More specifically, this is a case study of three elementary school English teachers.

Participants of this research are three English teachers at three Elementary Schools in Solok, West Sumatera. The data of this study are collected through questionnaire, interview, observation and documents analysis. In other words, validity of data is obtained through triangulation. The data are analyzed qualitatively through the following stages: transcribing the raw data, coding the data, categorizing the data, synthesizing the data, interpreting the data, and making conclusion.

Major findings of this study among other are 1) eventhough the teachers conduct the same steps in planning the instruction, the plan is implemented and resulted in different ways; 2) all the teachers taught English integratively, but not all of them teach English contextually; 3) most of the teaching strategies the teacher apply seem effective to meet their teaching objectives; 4) majority of teaching strategies the teachers use are congruent with assessment strategies they apply; 5) regarding teachers' way in assessing students' learning progress and achievement, the teachers use both formative and summative assessment, but with different tendency.

There are two implications of this study: practical implication and methodological implication. In terms of practical implication, there are several suggestions proposed. First, it is recommended that quality (teachers' qualification) and quantity (exposure to English) in English teaching should be maximized in order to enhance students' learning. Second, beside having English educational background, elementary school English teachers have to posses sound knowledge of the principles of teaching English to young learners and apply them in their teachings. Third, the teachers should always conduct continious reflection on their teachings and continiously develop their professionalism. In terms of methodological implication, deals with limitations and shortcomings that occur in this study: limited time devoted and participants observed, further studies is recommended to be conducted with longer time and more participants in order to give contribution in another context. The prospect the researcher can consider not only observing the strategies but also facilities, materials, and so on.

This study is also expected to give meaningful contribution to the researcher herself, to those in charge for administering English teaching in elementary schools as well as to the English teachers as a whole.

AKNOWLEDGEMENT

Alhamdulillah Rabbil 'Alamin. I do thank Allah, the Gracious and the Merciful that I have finally completed my thesis. It may not be perfect but it is the best I can do under the circumstances. I am fully aware that my thesis would not come into being without the assistance and support from the following people:

I am deeply indebted to my supervisors: Bachrudin Musthafa, Ph. D for 'wings of freedom' he gives me in order to be independent observer, and Dr. Rd. Safrina Noorman, M. A for her careful guidance and supports. My gratitude also goes to Dr. Yoyo Surjakusumah, M. Pd for his generosity and fatherly support and Dr. Iwa Lukmana, M. A and Emi Emilia, M. A, Ph. D whose advice has enriched my thesis, and to Dr. Didi Suherdi, M. Ed for his inspiring 'muhasabah professional.' On this occasion, I would like to express my respect, appreciation, and gratitude for all of my lecturers who have given me lots of contributions along my process of being an independent learner. I will always remember each of them with his or her own uniqueness.

I would like to thank all the English teachers in elementary schools in Kota Solok who are willing to be my participants in this research, the headmasters, the students, and all of the people who have involved in this research.

I would like to thank all my friends from DEPAG scholars 2007, the Indonesian mozaics, for all our togetherness in ups and downs living the 'abnormal days' and those sleepless nights, especially for Mawaddah, Desy, Lia, Henny, Mbak Melda, Yuyun, Anti, Arin, The Nung, Uni Reni, Iis, Mbak Herlin, Upi, Bu Asni, Pak Epul, Agung, Didi, Lukman, Kus, Pak Yana, Awan, Pak Yusep and Asep. I do thank Kak Fith and Teh Nina for their IT assistance. I do thank my thesis proofreaders: Ihsan, Rini, Lala, Arif and Yohan for the hands they lend me. All of you will always be in my heart.

I would like to thank my housemates: Winnie for her books and PC and for being my guide during the early days in the city; Selly for the readings, discussions, stories, cuisine, and visiting dinners; and Bu Sri for her advices of how to write in journals and how to be ‘forever young.’

I would not come this far without love and support from my family. A bouquet of special thanks is addressed for my beloved husband, Nofrizaldi, S. Ag for his enduring love and support; my wonderful brothers: Da Yen, Iin, and Eki; my beautiful sister, Ayu; my unique grandmothers; and my family-in-laws in Sirukam. Thank you for your understanding and constant pray. And then, a gratitude of lion’s share is dedicated to my late father and mother who have curved unforgettable beautiful memories and precious lessons in my life. This thesis is dedicated to all of you.

I do thank Allah the Al Mighty for sending me to learn in a university next to the oasis, the Daarut Tauhid mosque and its neighborhood, where I learn more about the essence of life and where I often meet the truth finders.

Last but not least, many thanks to all the people whose names I cannot mention one by one, but have considerably helped to pave my way to the thesis completion.

May Allah bless you all!

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