

ENGLISH TEACHING METHOD FOR YOUNG LEARNER IN ASEAN: A SYSTEMATIC LITERATURE REVIEW

Dhea Lukita

English Language Department

University of Islam Malang

21801073086@unisma.ac.id

Abstract: Currently there are variations of English teaching methods available in several countries in ASEAN, as for some of these teaching methods such as Communicative Language Teaching (CLT), Grammar Translation Method (GTM), and textbooks. Apart from these, there are several problems that arise, such as (1) There is no clear classification and codification regarding the various methods of teaching English used in several countries in Southeast Asia, so that teachers often experience difficulties in referring to concrete methods as material for comparison of learning references. (2) There is no codified explanation regarding the advantages and disadvantages of the methods used in several countries in Southeast Asia both internally (teacher pedagogy, implementation, etc.) and externally (facilities, etc.). This research aims to analyze methods are used to teach English language in some countries in Southeast Asia and to analyze the advantages and disadvantages of some English teaching method in Southeast Asia.

This study uses a systematic literature review (SLR) method by reviewing several articles that discuss English learning methods in elementary schools. In this study, researchers focused on reviewing several methods applied to teaching English in countries in Southeast Asia such as Indonesia, Malaysia, Thailand, Singapore, Laos, and the Philippines. Researchers are interested in examining the methods used in several countries in Southeast Asia along with the advantages and disadvantages of applying these methods. From the analysis in several countries studied, the researchers found several methods namely, Communicative Language Teaching (CLT), Grammar Translation Method (GTM), and textbook. From the review of articles that have been carried out, the researchers conclude that each country indirectly uses the various methods mentioned above, but their application is adjusted to the grade level in elementary schools (upper class or lower class). Theoretically, the purpose of the research is to serve as a science and can be used as a guide for English teachers, especially at the elementary school level in developing teaching skills by knowing the most popular learning methods used and can find out the method that commonly used to teach young learners. This research is also used to map related literature and provide suggestions related to research that will be carried out in the future. Practically, it is hoped that teachers can explore more fun and appropriate methods in teaching English to young learners regarding the literature review.

Key words: English teaching method in Southeast Asia, young learner, elementary school

INTRODUCTION

Teaching English for young learners has become a global phenomenon over the last decades. Johnstone (2010) cites EYL as the world's largest educational policy development, with a profound impact on educational practice. A survey conducted by the British council explained that more than 60 countries around the world, including ASEAN countries, have now enacted regulations to introduce English into their primary and kindergarten curricula (Diyanti & Madya, 2021).

Teaching English is needed and intensified because in the era of globalization all systems use English. Automatically with basic knowledge of English taught in schools will be very helpful for students to access technology. For example, computers use English, manuals also use English, internet knowledge and information use English. Aedi (2016), explained that in the era of globalization and instantaneous as it is today, the competition for mastering English at the young learner level is very tight. In other words, if elementary school children are left behind in English subjects, this will create problems for the child where the child becomes less confident, stutters on technology, and has limited knowledge and etc (Maili, 2018). In addition, in the context of children's cognitive development, it must be taught as early as possible regarding language education, because the golden period of children's language development is between 6 to 13 years (elementary school). Looking at Brain Imaging Technology Research at the University of California, LA, and divergent in (Dewantara, 2014) says that children are in optimal condition at the age of 6 to 13 years. Therefore, it is not surprising that many countries have begun to make regulations regarding this EYL.

In the following, we can see the English teaching methods used in several countries in Southeast Asia. Thailand uses the Communicative Language Teaching (CLT) method. Apart from Thailand, the CLT method is also used in Malaysia and the Philippines, but there are several additional methods used, namely English for Specific Purpose (ESP) and Task Based Language Teaching Approach (TBLT). Unlike Thailand and the Philippines, Laos chooses to apply the Grammar Translation Method (GTM). This method focuses on sentence translation and vocabulary memorization. Meanwhile, Indonesia and Singapore chose to use the textbook as a teaching method, although in practice several other methods were used as secondary materials.

From the explanation above, we can see that the development of EYL in several ASEAN countries has undergone significant regulatory transformation, both in

terms of macro regulations (laws) and in the English language teaching methods used. This certainly enriches the world of education, because there are many English teaching methods that can be used as a reference for learning. Apart from these benefits, there are several problems that arise, such as (1) There is no clear classification and codification regarding the various methods of teaching English used in several countries in Southeast Asia, so that teachers often experience difficulties in referring to concrete methods as material for comparison of learning references. (2) There is no codified explanation regarding the advantages and disadvantages of the methods used in several countries in Southeast Asia both internally (teacher pedagogy, implementation, etc.) and externally (facilities, etc.). From this problem, the researcher interested in researcher is interested in researching several English teaching methods used in Southeast Asia.

From the background above, the formulation of the problem can be taken as follows:

1. What methods are used to teach English language in some countries in Southeast Asia?
2. What are the advantages and disadvantages of some English teaching method in Southeast Asia?

Based on the formulation of the problem above, there are several objectives in this study, including:

1. To analyze methods are used to teach English language in some countries in Southeast Asia.
2. To analyze the advantages and disadvantages of some English teaching method in Southeast Asia.

METHOD

Research Design

This study uses Systematic Literature Review (SLR). A systematic literature review is a search method that aims to identify, analyze and evaluate all previous research result that are related and relevant with a particular topic. The purpose of this method is to help researcher have better understanding of the background of the literature review which is the subject of the topic being sought and understand, know in detail the content of the research so that it can become a reference for new literature. In addition, the

authors consider that SLR is a suitable method in classifying and codifying several methods of teaching English. Five steps in conducting SLR are: formulating research question; conducting systematic literature review searches, screening and selecting suitable research article; conduct synthesis and analysis of qualitative findings; implement quality control; and prepare a final report (Wolor et al., 2021).

Subject of the Study

The subject of this study are six selected article related to the English Teaching Method for Young Learner in ASEAN. In practice, the researcher found several obstacles in answering several research gaps, at least the sources explained in detail about the topic under study, such as the few articles containing the appropriate subject; the sources found by researchers in search engines are very limited. In overcoming these difficulties, the researcher tries to expand the search for articles on several search engines or websites. Furthermore, the researcher also make discussions with several academics, friends and people who are considered competent in this field. In searching for data the researcher carried out the following steps, (1) Determined the criteria or limitations of the article. The inclusion criteria are; (a) international and national journal, (b) article written in English or Indonesia, (c) articles that have research subjects within the scope of ASEAN countries,(d) open access article. The exclusion criteria are; (a) article written except in English and Indonesia, (b) research subjects come from outside ASEAN countries, (c) paid article; (2) Searched for primary and secondary articles on several search engines using predetermined criteria, such as *google scholar*, *researchgate*, and etc. The researcher found 3,166 articles. 3.082 were excluded because they did not fit with the inclusion criteria. Then the writer did the screening based on the research subject. The research was conducted in Southeast Asia countries which became the criteria in this study, so that six articles were found and matched with the inclusion and exclusion criteria.

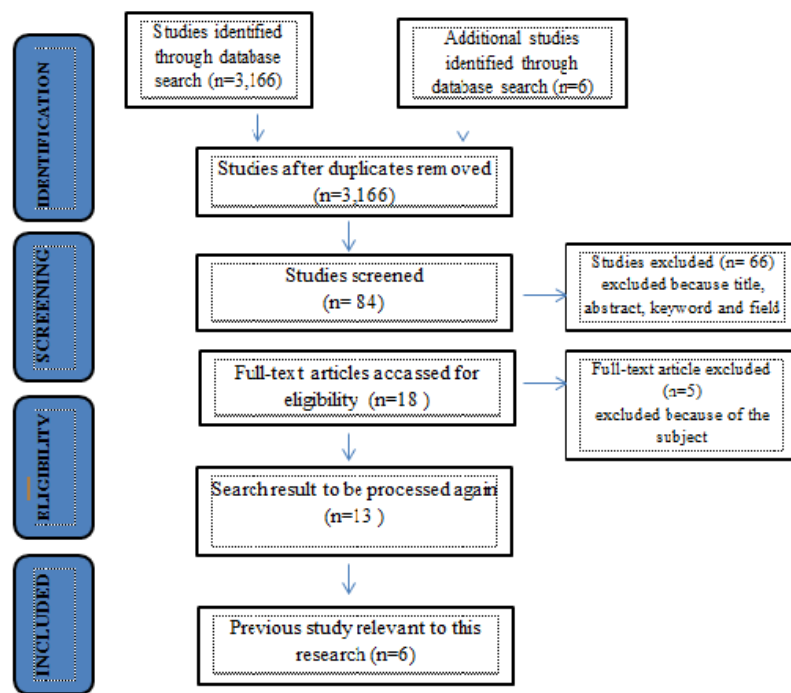
Instruments

To answer the research problems, the researcher used PRISMA Flow Diagram to select articles that meet the inclusion and exclusion criteria.

Data Collection

In this chapter, the researcher will explain about the steps of collecting the data. In systematic literature review (SLR) research, the first thing to do is collect data. The researcher collects related literature data through the lens.org. The researcher uses keywords “ (Title: (english AND (teaching AND method)) OR (Abstact: (english AND

(teaching AND method)) OR (Keyword: (english AND (teaching AND method))) OR Field of Study: (english AND (teaching AND mehod)))) AND (Title: (english AND (for AND (young AND learner))) OR (Abstract: (english AND (for AND (young AND learner))) OR (Keyword: (english AND (for AND (for AND (young AND learner))) OR Field of Study: (english AND (for AND (young AND learner)))))". Then, the second step is The researcher selected the data that had been collected based on the inclusion and exclusion criteria. Third, after the data was filtered based on predetermined criteria, the researcher filtered the data based on the topic and title. Next is the researcher identify the abstact of the selected article. The last step is researcher start to analyze, identify and evaluate several selected articles.



PRISMA Flow Diagram 1

Data Analysis

The data accumulated from the lens.org are analyzed with three main steps: (1) planning, (2) execution and (3) summarization (Isotani & Lima, 2022).

A. Planning

In the planning stage there are two main stages, the first is making the research protocol and the second is extracting data based on the research protocol that has been made.

B. Execution

The execution phase is divided into three stages. The first stage is to identify the study. Then the second phase is to evaluate the inclusion and exclusion criteria. And the

third stage is data extraction. Data extraction is taking data from the source then analyzed and identified to retrieve information that relevant to the topic under study using a certain pattern.

C. Summarization

The final step in data analysis is summarization. Summarization is done by grouping the data according to the criteria and problem formulations that have been made. Summarization can also be done by grouping several articles that have similarities. After the data is grouped, the researcher can conduct a review and discussion regarding the data.

FINDINGS

From several articles that have been collected, researcher analyze that from six countries in Southeast Asia, they use various methods or models in learning English in elementary school. The countries used as samples in this study are Indonesia, Malaysia, Singapore, Laos, Philippines, and Thailand.

Research question 1

What methods are used to teach English language in some countries in Southeast Asia?

The first country is Indonesia. Currently, Indonesia uses the 2013 curriculum which brings many changes to the national education system, especially English in elementary schools. In line with the 2016 government regulation concerning the revised 13-series curriculum, the Ministry of Education and Culture has regulated decree number 253 regarding the establishment of an education unit implementing the curriculum or called UKI in 2017. (Aulia et al., n.d.)

Although there are some of these basics, the implementation of the policies derived from the decree are still local, it means that English language teaching policies are still contained in regional or provincial regulations. As a result, there are no macro-binding regulations related to teaching English in elementary schools (Aulia et al., n.d.)

According to an article written by (Aulia et al., n.d.) it was said that of 46 teacher respondents in East Java, 20 teachers stated that English subjects were still local content.

Furthermore, 26 teachers said that the position of English language should have started to be placed as a compulsory subject in elementary schools. Furthermore, the methods that are often used by teachers to teach English in elementary schools use various methods, such as ICT, computer based learning, worksheets and others (Rashid et al., 2017)

The second country is Singapore. In the journal written by (Ghim, 2012) explained that the method or approach used is still in the form of a textbook. A text book is an essay by someone who discusses certain material that is adapted to existing learning materials and is used as a handbook for students. This has been reflected in primary school textbooks produced by communicative-oriented commercial publishers since the 2001 curriculum, with activities such as tasks to promote communicative fluency. This textbook includes assignments and mini-projects that require students to work together while learning four language skills including listening, reading, speaking and grammar.

Curriculum shows a move away from themes and towards the realm of language, but in their learning they use 'topics' (e.g. 'hobbies', 'adventures', 'sea creatures') as linguistic content. Each textbook contains principles of communication with specific emphasis focuses on teaching phonics, mechanics, and vocabulary. (Ghim, 2012).

The third country is Malaysia. The article written by (Sahib & Stapa, 2021) explained that Malaysia had experienced several educational reforms that were introduced ideally by the government begins with an Integrated Curriculum For Elementary Schools (ICPS) in 1982, the Elementary School Standard Curriculum (SCPS) in 2010, the English - Based English Language Curriculum (SBLEC) in 2011 , and recently use a curriculum that is in relate with CEFR. Changes in the curriculum are inseparable from the government's efforts to make English as a language that is familiar with the daily life of students. In teaching and learning activities, the application of several results of the revision of the English curriculum is to integrate the use of Information And Communication Technology (ICT) such as computer software and audio-video recordings. Some of the curriculum is designed to carry out communicative activities in the classroom. Students are expected to

be able to participate dominantly in the classroom.

The Malaysian government prepares appropriate English teaching curricula to equip students with basic language skills to enable them to communicate effectively in a variety of contexts appropriate to the developmental level of students. The curriculum adopts a Communicative language teaching (CLT) approach to develop students' language skills related to the national curriculum initiative. Through this approach the teacher no longer dominates the teaching and learning process. Teachers must encourage students to be involved in various strategies and class activities such as engaging in speaking activities, listening attentively, conveying ideas, reading with proper comprehension and being able to speak English using proper grammar (Sahib & Stapa, 2021)

Comunicative language Teaching (CLT) is a method that makes language a tool for communicating resulting in a communicative learning process. The CLT learning method has several objectives,

1. Has communicative competence learning objectives,
2. Has learning procedures according to the four language skills and has an emphasis on communication for students.

Some of the salient characteristics that distinguish the CLT method from other methods are,

1. Have communicative class activities,
2. A learner-centered approach,
3. Authentic teaching materials
4. Tolerating mistakes,
5. Teacher as facilitator,
6. Prioritizing fluency in communicating using English (Wei et al., 2018)

This phase focuses on communicative competence or no longer uses linguistic competence where students need to know the principles of grammar, but rather on how

students use language in a social context as a means to communicate. The implementation of some of these methods is carried out by means of games or dramas aimed at habituation of social interaction activities using English.

The fourth country is Laos. Laos is a country that applies early English learning. This step was taken to improve English language skills for students in Laos. The journal above suggests that there are several methods used for teaching English in Laos. From the point of view of teaching English at the primary level, the emphasis is on the GTM or Grammar Translation Method which focuses on written rather than spoken language (Intarapanich, 2013)

The Grammar Translation Method (GTM) is a method focused on teaching grammar with its main function focused on translating (translating) and memorizing various forms of verbs. This method is a conventional method that emphasizes grammatical rules in which the mother tongue is the language of instruction. This method not only focuses on the rules of the language, but also requires students to memorize some vocabulary using practice methods. (drilling). This method is one method that is widely used in several countries, and was first used as a method of teaching English in Europe. This method is supported by various supporting tools such as flash cards, textbooks, and worksheets. Furthermore, at the lower secondary level, English learning focuses on the audio lingual method or abbreviated as ALM (understanding), besides that at this level the CLT method, or communicative language teaching, is also applied (Hago, 2020)

Furthermore, there are 2 countries out of the six countries studied using the same method or approach in the process of teaching English, namely the Philippines and Thailand. There are several types of English learning methods in the Philippines, such as communicative language teaching or CLT, English for specific purpose or ESP and the task-based language teaching approach or TBLT (Karami & Zamanian, 2016). In the Philippines, the application of the CLT method is almost the same as in Laos, but in the Philippines, it combines several methods of teaching English in one teaching activity. For

example, such as drama activities that rely on CLT but there are several methods such as TBLT.

TBLT is a task-based English method by making conversational texts with the right grammar arrangement. Currently, education in the Philippines is dominated by the CLT method approach. The communicative English teaching approach provides concrete pedagogical applications with the expansion of concepts in the form of language competence, sociolinguistics and so on. If you look at the CLT approach, the main focus of teaching English is a functional tool for communicating or in other words a form of teaching that does not pay too much attention to the structure of the language structure. In line with the method in the Philippines, the learning process in Thailand also uses CLT with almost the same implementation method (Karami & Zamanian, 2016). In contrast to Laos and the Philippines, the application of the CLT method is combined using the audio lingual method. The teacher shows an English video content then the students imitate and repeat what is said in the video (Intarapanich, 2013)

Research question 2

What are the advantages and disadvantages of some English teaching method in Southeast Asia?

A. Disadvantages of Using some English Teaching Methods in Southeast Asia

Based on the description of the various methods that have been mentioned, the authors get several advantages, but not infrequently many experts criticize the application of this method. First, the Communicative language teaching (CLT) method. This method is popular in several countries in Southeast Asia, such as Laos, Thailand, and the Philippines. According to articles written by (Karami & Zamanian, 2016) (Prasongporn, 2016) (Sahib & Stapa, 2021) mention that they almost have the same basic problems, some of which are concerns about the erosion of the mother tongue along with the massive use of English using the CLT method. Furthermore, students who are taught using the CLT method tend to have relatively low competency results, this happens because of the material being

taught. The material tested in the exam is more likely to discuss structural texts while this method focuses on communication skills in English. Sources and equipment such as authentic materials, native speaking teachers, and supporting facilities such as language labs are not suitable for lower-middle students because this method requires controlled practice with an adequate level of communicative proficiency (Wei et al., 2018).

The second method is the grammar translation method (GTM). Language translation method is a traditional method used in foreign language teaching. Europe applied this method in the 12th-19th centuries. The purpose of using this method in teaching English is to examine the system of grammatical rules and how to translate from literary works into the mother tongue. In addition, initially this method is expected to train students' ability to transfer English to other languages (Hago, 2020).

Laos is a country that still applies GTM as a method of teaching English. This method results in a lack of student participation in class because learning only focuses on the teacher, so the learning system is only centered on the teacher. In addition, there is no development of learning innovations. Then, this method is considered almost unable to improve students' communication skills. Weaknesses in the use of the textbook method are also almost the same as the use of GTM, teachers tend to focus on using only textbooks so that innovation in teaching English is considered lacking (Rashid et al., 2017).

Lastly is the drawback of using textbooks. According to the journal written by (Kodriyah et al., 2018) there are several disadvantages of using textbooks in the learning process. First, it contains inauthentic language. Second, visualization that is not boring because it is only limited to limiting texts in learning activities. Third is unrealistic schedules in completing assignments. The fourth, textbooks are not considered flexible and generally reflect pedagogical preferences and biases, furthermore the methodology promoted by textbooks will affect classroom settings, it affects the teaching and learning process. The educational principles presented in textbooks are known to be contradictory or even outdated. Textbooks are just a tool for publishers to make a profit, and many

textbooks are sold with serious problems such as practical defects in color and design.

B. Advantages of Using some English Teaching Methods in Southeast Asia

Of the several methods that have been described, Communicative Language Teaching (CLT) has several advantages. The application of CLT has brought many advantages to the teaching of English as a second language. The emphasis on the communicative system in this method provides students with the ability to use English in a comprehensive manner. Thus it is very possible for learners to use language in real situations to communicate in real life, besides this method increases the creativity of students or learners because of student-centered learning patterns (Wei et al., 2018)

In addition, the advantage of Grammar Translation Method (GTM) is that the main advantage of this method is a deep understanding of usage (idioms, phrases), parables, metaphors or other abstract words) so that students have better abilities in understanding complex concepts, besides that there is no communication gap between teachers and students because it is taught in the mother tongue. This method is also very helpful in increasing students' ability to arrange sentences correctly because they are taught deductive grammar rules (Hago, 2020)

The last is the advantages of learning methods through textbooks. Some of the advantages obtained from the use of this method are that the use of textbooks as the basis for teaching materials has a comfortable security in the material being taught because it has a patent nature because it has been described in the book used, in addition, if applied and developed massively this method can be used as a reference basis teachers to innovate in pedagogic abilities to make teaching materials (modules) better and varied.

Mentioned in the journal written by (Arifin, 2018), textbooks have an important role in teaching and learning activities,

First, Textbooks are arranged according to student needs and their function as a medium for building knowledge, meaning that there are several scopes that are arranged based on student needs such as age, intellectual development, background knowledge,

experience, cognitive, that socio-cultural students are an important concern.

Second, textbooks are seen as tools to regulate the scope and systematics of learning. Textbooks are not just a collection of material files but also some useful instruments for student learning activities.

Third, textbooks are prepared based on observations of students' daily life experiences (learning) namely science education. Textbooks have two functions as a tool that can motivate students and as teaching materials and media to strengthen knowledge.

From the advantages and disadvantages of several methods that have been mentioned, the author argues that all methods are still relevant to use by comparing all these methods at the appropriate level and variables. The use of CLT and GTM can be combined for teaching English in all classes at the elementary school level. While the textbook can be used as a complementary reference to the methods above.

DISCUSSION

If you look at the six countries that have been described by researcher in this study, there are three methods used in teaching English in general, namely Communicative Language Teaching (CLT), textbooks and Grammar Translation Methods (GTM). Of the three methods, there are several things that need to be examined by researcher in terms of their use in each country based on several theories in order to dissect the feasibility of the learning methods used.

The first is the behavioristic theory. This theory rests on the input in the form of a stimulus and the output in the form of a response. However, these responses and stimulus must be observable and measurable, in other words this theory prioritizes measurement because measurement is an important thing to see changes in behavior or learning outcomes from students. One of the bearers of behavioristic theory, Edward Lee Thorndike (1874-1949) stated that behavioristic has characteristics that must be met,

- a. The law of effect, means that the success of a lesson from the point of view of behavioristic theory will be stronger if the relationship between stimulus and response

goes well, or it can be said that it can be successful if the material learning relationship between the teacher and students is well established. This is because in this theory teacher-centered learning.

- b. The law of readiness, means that the teacher is the only source of knowledge that can be obtained by students.
- c. The law of exercise, means that the result of the stimulus-response relationship in terms of education can be assessed, if training is often carried out or it can be interpreted, the success of an education is seen from the results of the exams carried out. So that there is a concrete measurement in the form of an assessment.

This behavior theory is widely used in Indonesia, Singapore and Laos that use learning methods that make the teacher the center of knowledge, such as the use of learning models using text books and grammar translation methods. According to researchers, the grammar translation method and text books have some drawbacks, such as less creative students, a boring learning process, and minimal learning innovation.

If this is realized in the real world, the learning processes mentioned above can be found in Indonesia. Researchers argue, this can happen due to several factors, such as minimal teacher pedagogical abilities, or mastery of foreign languages such as native speakers, inadequate infrastructure facilities (books, supporting tools), and the absence of a curriculum that regulates English language teaching models concretely that can be used in all school units.

The second is cognitive theory. Cognitive theory is a learning structure concept that focuses on the activeness of students in an effort to understand the experience, build understanding based on experience, material and information that has been obtained independently, or in other words not just a stimulus and response that is based on results, but more in terms of process.

This cognitive theory according to the researcher can be used to dissect several learning models that have been mentioned in several countries such as Thailand, Malaysia

and the Philippines which apply the Communicative Language Teaching method.

If studied further using the cognitive theory, the communicative learning model has several drawbacks, such as the teaching model cannot be used at all levels of education, some principles such as intelligence are difficult to understand and understanding is still incomplete, lack of structural deepening of language, differences in pronunciation of language vocabulary English because most of the teachers are not native speakers, so they mix with local accents, and are irrelevant if the final exam at school uses a written test basis that emphasizes structural matters of language.

Therefore the researcher in this case provides some suggestions that can be used for future English learning based on the problems that have been mentioned. First, there must be support from the government in making regulations on English teaching methods in a concrete way that can be implemented in all schools. Second, improving the pedagogical abilities of teachers as teachers of English for early childhood, providing adequate facilities and infrastructure. The three learning testing systems are in accordance with the curriculum presented. In addition, the use of a combination of learning models that are adapted to needs is also very necessary, such as the use of communicative language teaching, modern technology-based learning, or textbooks. This is to support and improve the quality of students in absorbing and proficient in the English material being taught.

CONCLUSION

Based on the literature review of 6 journals that have been selected by the researcher using inclusion and exclusion criteria, of the 6 countries sampled, there are four countries that use Communicative Language Teaching (CLT) as the dominant method of teaching English. Furthermore, there are two countries that use classical methods such as the Grammar Translation Method (GTM) and textbooks. The analysis of the researcher shows that the research shown by almost all articles has a positive impact on creating students' mastery of English and increase students creativity. From the advantages and

disadvantages of several methods that have been mentioned, the researcher argues that all methods are still relevant to use by comparing all these methods at the appropriate level and variables. The use of CLT and GTM can be combined for teaching English in all classes at the elementary school level. While the textbook can be used as a complementary reference to the methods above.

Teachers are expected to improve their pedagogical skills and creativity in developing the methods used in teaching English. In this study there are still many shortcomings, such as this study using a review model instead of using a field research model so that the study provides suggestions for further researcher to use a field research model so that the data obtained is more concrete.

REFERENCES

- Adisti, A. R. 2018. *Jurnal - Pengajaran dan Pembelajaran Bahasa Melayu - Masalah dalam Kalangan Pelajar Bukan Melayu - 2016*.
- Arifin, M. N. (2018). *Mengajar dengan buku teks, masih perlukah?*
- Aulia, F., Amalia, T., & Rayi, M. (n.d.). *Solve Education ! English Curriculum Alignment within the National Curriculum of Indonesia*.
- Bahri Ys, Syamsul, Ahmad, D. (2020). The implementation of teaching English to young learners: A study at a private bilingual school in Banda Aceh. *International Journal of Language Studies*, 14(3), 119–136.
- Ghim, C. P. L. (2012). *Primary School English-Language Education in Asia* (1st editio). Routledge.
- Hago, S. A. (2020). The Pros and Cons of the Grammar Translation Method on the Performance of Saudi EFL Learners. *Arab Journal for Scientific Publishing (AJSP)* ISSN, 2663, 382–392. [https://www.ajsp.net/research/The Pros and Cons.pdf](https://www.ajsp.net/research/The%20Pros%20and%20Cons.pdf)
- Intarapanich, C. (2013). Teaching Methods, Approaches and Strategies Found in EFL Classrooms: A Case Study in Lao PDR. *Procedia - Social and Behavioral Sciences*, 88, 306–311. <https://doi.org/10.1016/j.sbspro.2013.08.510>

- Karami, S., & Zamanian, M. (2016). A Review of English Teaching Practices in the Philipines. *Journal of Language Sciences & Linguistics*, 3(7), 145–151.
- Kodriyah, L., Dayu, A. T., & Hakim, A. R. (2018). Elt Textbook Pros and Cons in Efl Environment: How Teachers Should Make a Decision. *Intensive Journal*, 1(1), 1. <https://doi.org/10.31602/intensive.v1i1.1239>
- Prasongporn, P. (2016). *English Education at Primary Level in Thailand*. 1–11. [https://www.nier.go.jp/06_jigyousymposium/i_sympo27 /pdf/E03.pdf](https://www.nier.go.jp/06_jigyousymposium/i_sympo27/pdf/E03.pdf).
- Rashid, R. A. B., Rahman, S. B. A., & Yunus, K. (2017). Reforms in the policy of English language teaching in Malaysia. *Policy Futures in Education*, 15(1), 100–112. <https://doi.org/10.1177/1478210316679069>
- Sadikin, I. S., & Martyani, E. 2020. *PROJECT (Professional Journal of English Education. Integrating Augmented Reality (AR) In EFLClass For Teaching Vocabulary)*. Vol 3(2): 161
- Sahib, F. H., & Stapa, M. (2021). Managing English Language Curriculum Reform in Malaysian Primary Schools : Issues and Challenges. *E-Proceedings of International Conference on Language, Education, Humanities & Social Sciences, June*, 464–476.
- Sandi Agassy, Fahad, Harmanto, Bambang, & Reti Indraastuti, Niken. 2013. *Improving young learners students English vocabulary by using animal pop up slide media in TK Aisyiyah Dolopo*. Vol 4 (1):65-74.
- Setiawan, Ari. 2020. Teaching English for YoungLearner Private Islamic Elementary School Baladan Amina: Banjarmasin: English Education Department: Antasari State Islamic University
- Sulistiyo, U., Haryanto, E., Widodo, H. P., & Elyas, T. 2019. The portrait of primary school English in Indonesia: policy recommendations. 3-13.
- Syaiful & Aswan.2006. *Strategi Belajar Mengajar (Edisi Revisi)* (3rd ed.). Jakarta: PT Rineka Cipta.

- Uysal, N. D., & Yavuz, F. (2015). Teaching English to very young learners. *Procedia-Social and Behavioral Sciences*, 197, 19-22.
- Wei, L., Lin, H.-H., & Litton, F. (2018). Communicative Language Teaching (CLT) in EFL Context in Asia. *Asian Culture and History*, 10(2), 1. <https://doi.org/10.5539/ach.v10n2p1> Vol 30: 20–49
- Wolor, C. W., Nurkhin, A., & Citriadin, Y. 2021. *Quality – Access to Success*. Leadership style for millennial generation, five leadership theories, systematic literature review. Vol22(184): 105–110.
- Yamin, M. (2017). *Pesona Dasar*. Metode pembelajaran bahasa inggris di tingkat dasar. Vol 1(5), 82–97.

Approved by

Advisor I

Eko Suhartoyo, S.Pd., M.Pd.

NPP. 150904198332119