

STUDY OF THE TEACHING ENGLISH TO THE STUDENT OF THE FOURTH GRADE OF MADRASAH IBTIDAIYAH MIN 1 KOTA MALANG

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ABSTRACT

In the teaching and learning process, the role of a teacher has a very important meaning in developing the abilities of students. The purpose of this study is to find out how teachers teach in English language learning in Grade 4 Madrasah Ibtidaiyah Negeri 1 Malang City, starting from learning techniques, media used in learning, learning materials, problems during the teaching and learning process and how to overcome these problems, as well as English learning outcomes.

This research method uses descriptive qualitative research by obtaining data through interviews, observations and documentation studies. This study involved two participants, namely one teacher and twenty students of grade 4 MIN 1 Malang City. Based on the results of interviews and observational studies, researchers found that the techniques applied by teachers in MIN 1 Malang City are twofold, namely project-based learning and discovery learning by adjusting to classroom and student conditions. The media used are various kinds, namely PPT slide display, video and audio playback. The learning material refers to books and some are sourced from Google which have been modified by the teacher by considering the abilities of grade 4 MIN 1 Malang City students. Whereas in terms of assignment to students, teachers very rarely assign assignments to students. This has also had a positive impact on learning outcomes, where good achievements are shown with an average score above the average of 80, even students often take part in English subject competitions.

From the results and discussions that the researchers compiled, the researchers concluded that project-based learning and discovery learning are learning techniques applied by teachers using PPT slide media, video and audio playback in delivering learning materials. The material is taken both from books and the internet that have been processed by the teacher, so the learning results are quite good. Based on this conclusion, the researcher suggested that the technique and the media need to be innovated again by teachers in order to get excellent learning results and support students' ability to speak English.

Key words: Teaching Techniques, Teaching Media, Teaching Materials

INTRODUCTION

Teaching language to elementary school children in Indonesia is important to be taught. This is considering that elementary school children as a young generation who will be the successor of the Indonesian nation need the provision of international communication tools, namely English. English is a medium of oral and written communication. Communicating what we know is the understanding and expression of communication skills in information, thinking, feeling and development of science, technology and culture Design skills are able to understand

and process oral and written texts. This is made possible by her two language skills: receptive and productive.

Receptive skills include listening and reading skills, and productive skills include speaking and writing. English courses are therefore designed to develop these skills so that graduates with a certain level of literacy can communicate and plan in English.

According to Pushpa (2018: 30), English plays an important role in both the Indonesian education system and the Indonesian nation. English is now spoken at the school and university levels. The new education policy states that special emphasis needs to be placed on the study of English. English may not be the most widely spoken language in the world, but it is the official language of many countries. English is used in many places for people in the sense that it is used in English to communicate with others.

Learning English is already a major need today, Rahmi (2014) (in Aditomo, 2019: 2) says that the purpose of teaching English to today's students is to introduce them to English as a second language, to acquire basic English knowledge and to motivate them to learn English by rewarding them your needs and interests in this language in the future If you didn't speak English, you would be a big fish in a small ocean. For today's people, even if they rely on technology for their lives, they will also encounter English in all its aspects, with people surrounded by English from the time they wake up to the time they go to sleep To make life easier, they should learn English.

If you need to note that the level of ability or proficiency of Indonesian citizens in terms of Speaking English today is still categorized as the lowest of various other countries. As the results of the EF EPI (EF English Proficiency Index) study in 2020, The Country of Indonesia was ranked 74th out of 100 countries, which are categorized as having low levels of English proficiency. This is very concerning, seeing all aspects of English is something that it has a great influence on the development of the nation and the state.

Therefore, English learning should get more attention from teachers in terms of educating students as the next generation of nation and state. English can be taught early on, starting from elementary school (elementary school) or Madrasah Ibtidaiyah (MI). Students at the elementary /MI level who are on average in the age of 7 to 12 years are more likely to like unique things, the curiosity that encourages the desire to know tends to be greater in children aged 7 to 12 years, besides that the memory of the child's reminder is stronger.

Elementary school children (SD) or Madrasah Ibtidaiyah (MI) aged 7-12 years are psychologically in middle childhood, middle childhood. This age became a golden age to learn a language other than the mother tongue (first language). According to Erikson (in Hurlock, 1993), children's language skills at this age are more developed by thinking concrete operational concepts. The condition of the brain is still elastic and flexible so that the absorption of language is easier.

In terms of increasing the interest in reading and the ability of students since elementary school or Madrasah Ibtidaiyah, a teacher must have a way or method with the aim of making it is easier for students to memorize and understand English as a learner. The role of teachers in the successful implementation of English language teaching in Ibtidaiyah Elementary School or Madrasah is very important.

Hutchison & Walter (1987) in (Sudrajat, 2015: 15) states that the teacher must have three things: (a) a positive attitude towards the content of the subject matter, (b) have knowledge of the basic principles of teaching materials and (c) realize the ability he has. About the competence of the teacher, it must be realized that the personality of the teacher has been formed from the beginning. But some many more skills and attitudes must be learned by teachers to improve their competence.

As Scott & Ytreberg (1992) in (Sudrajat, 2015: 15) suggests several things that can improve the skills and attitudes of teachers in dealing with young students. One of them is by singing and playing a musical instrument during the implementation of the teaching and learning process. Although teachers are not expected to be good music teachers, we can learn to sing easy children's songs and play existing musical instruments. Acting as someone else also when telling stories will also facilitate the teaching and learning process. Another thing to consider is the influence of the teacher's attitude towards the student. The expected attitude of the teacher towards his students is to know the ability of each student based on the ability of the student himself.

Understanding the character of young learners of age is very important for the continuity of the English learning process. This is important because it can give intelligent consideration to the selection of appropriate subject matter, media, and teaching techniques. The following is the character of young learners of age according to Clark (1990); Scott & Ytreberg (1992), and Halliwell (1994): (1) Young learners of elementary school level can interpret meaning without

one by one translating words. They also quickly interpret meaning through intonation, gestures, or from the expression of the face or face; (2) They have the skills to compose and combine words into sentences; 3 They retell what they have done or heard. (4) Planning activities; (5) Argue and say the underlying reasons for what is being thought; (6) Using common sense (Using the power of a living imagination); (7) Use a variety of intonation patterns in their mother tongue. In addition, young students of age are also excited and positive to learn, enjoy playing and can learn quickly if they enjoy it. The real world is very dominant in their thinking and logic plays a role in capturing a message. What is said first must be done first. In connection with the above opinion, Kasbolah (1993: 12) concluded it in a simple language that is learning by doing which can be interpreted as learning while playing or learning while working.

In the teaching and learning process, the teacher's role is very important for the skill development of learners. As a above presentation, therefore researchers in this study raised the title of "Study Of The Teaching English To The Student Of The Fourth Grade Of Madrasah Ibtidaiyah Min 1 Kota Malang".

Based on the background of the study, it has seven research problems which are followed :

- (1) How are teaching techniques on learning English language education in MIN 1 Kota Malang;
- (2) What learning media is used by teachers in English learning in the fourth grade of MIN 1 Kota Malang;
- (3) What are the teaching materials taught by teachers in Learning English in the fourth grade of MIN 1 Kota Malang;
- (4) What problems do teachers face in learning English to students in MIN 1 Kota Malang;
- (5) How to solve the problems that exist in Learning English in the fourth grade of MIN 1 Kota Malang;
- (6) How is the achievement in learning English in the fourth grade of MIN 1 Kota Malang.

METHOD

This study uses qualitative research with a descriptive approach. Menurut Bogdan and Taylor (in Moleong, 2013:4) Define qualitative methodology as a research method that generates descriptive data in written or spoken form from people or observable behavior.

Qualitative research aims to focus emphasis on the factual context of field data that provides detailed information about the phenomenon. Qualitative research enables research that requires the collection and presentation of detailed data such as descriptive and narrative research design. The data of this study is in the form of participants' responses in interviews

about strategies, media and learning materials used by teachers to grade 4 students in MIN 1 Malang City.

Researchers use a descriptive design to present data in the findings by using tables and illustrations that support descriptions, this is a study designed to help identify data based on factual data in the real world.

In qualitative research, the data collected are related to the research focus. Human-derived data are obtained from the individual who is the informant (the individual who is the direct subject of the research). Meanwhile, data sourced from non-humans are sourced from documents in the form of notes, and observations related to main research areas (Tanzeh, 2006: 131). In this researcher's study, the data sources obtained include three elements, namely: person, place, and paper. The researcher's data collection procedure has several methods, namely; observation method, method of interview, and documentation method.

FINDINGS

Application of Learning Techniques to English Language Education Learning Materials in MIN 1 Malang City

Based on findings from an interview with The English Teacher, the approach used in English learning in grade 4 MIN 1 Malang City is project-based learning, discovery learning adapts to her child and the subject matter. Because in MIN 1 Malang City, there are 2 (two) excellent classes, namely academic excellence and memorization excellence. Especially in academic excellence classes teachers and students thoroughly speak in English.

The Discovery learning model (Inquiry Learning) is an intuitive process of understanding and ultimately completing concepts, meanings, and relationships. Discovery occurs when an individual is primarily involved in using mental processes to discover some concepts and principles. Discovery is through observation, classification, measurement, prediction, determination, and inference. The process described above is called the cognitive process, and discovery itself is a mental process of assimilating concepts and principles in the mind.

There are also steps for the Discovery Learning learning model, suggestion, questioning, data collection, data processing, verification, conclusion/generalization. As for the application of learning techniques in each class to English learning materials, the teacher first gives or displays an image, then the teacher will give some questions starting with general questions to specific questions that lead to the explanation of a chapter in the material being studied.

In addition, there is also the application of techniques to facilitate English vocabulary. The teacher will first call one by one student to come forward and say the vocabulary he knows, then the teacher will give time to the students to have a dialogue between one student and. When students have a dialogue with each other, the teacher will listen to the dialogue and justify the city's vocabulary or incorrect pronunciation, so that students can imitate as corrected by the teacher.

From the two techniques above, the teacher also always provides material by using games and singing. What is often done by the teacher in his game is to sing by running one object held by the student and playing in turn, when the song is finished singing and the holder of the last object will be called forward and assigned to sing using English or introduce himself using English.

Based on findings from observation by researchers, application of discovery learning techniques such as revealing something from an image displayed by the teacher is very popular with grade 4 MIN 1 Malang city students. Furthermore, researchers can convey that directly Researchers have looked at teacher activity in the classroom. Where before the learning of English subjects begins, the teacher first leads the opening do'a, then the teacher continues the greeting conversation using English and is answered by the students using English as well. In terms of interaction, researchers can suggest that teacher interaction with grade 4 MIN 1 Malang students is very active and interactive. This also illustrates that students have an encouraging pleasure in English subjects with teachers who can understand the characteristics of their students.

Learning Media Used by Teachers in English Language Learning in Grade 4 MIN 1 Malang City

Based on findings from an interview with The English Teacher a teacher of English subjects in grade 4 MIN 1 Malang City, she said that learning media is a very important thing to use in teaching and learning activities. The media used in learning English in Grade 4 MIN 1 Malang City, namely: using powerpoint (ppt), play videos of both conversational videos and english-language music, and play conversations or music without video through audio-visual or listening media.

Based on the results of direct researchers' observations carried out in the classroom, students of grade 4 MIN 1 Malang City looked happy and actively listened to the material

presented by the teacher, both through PowerPoints (slides), music videos, and convert videos. This certainly illustrates that the selection of media used by teachers is right by the favorite characteristics of grade 4 MIN 1 Malang City students. From several media used by teachers, The English teacher explained that the purpose of this media is to make it easier for students to understand English subjects because of course students at an early age, are very happy with funny videos and pictures that are liked by students.

Materials Used by Teachers in English Language Learning at MIN 1 Malang City

The English teacher said that the material used in the teaching and learning process in the classroom is guided by books, besides that sometimes it also uses other references such as searching on Google. Furthermore, The English teacher said that the materials taught in class 4 MIN 1 Malang City it took the form of listening, speaking, reading and writing skills. These language skills are presented in a uniform way, just as they are in everyday life.

First, the material listens, the teacher will usually say one vocabulary and then be followed by the students simultaneously. In addition, in this listening material, the teacher will call several students to come forward and line up as many as 10 students, then the teacher whispers one English vocabulary starting from the first order and the vocabulary is continued to the next student until it stops at the last student and the last student will mention the vocabulary in front of all students.

The two speaking materials, as explained by The English teacher. in this speaking activity, the material still refers to the book used, where the form of activity is first the teacher will call one by one student to come forward and say the vocabulary he knows, then the teacher will give time to the students to dialogue with each other between one student and another student. When students have a dialogue with each other, the teacher will listen to the dialogue and justify the city's vocabulary or pronunciation that is still wrong, so that students can imitate as corrected by the teacher.

Third, in this reading material, the teacher also asks them one by one the students to read the conversation text in the book, when there is a pronunciation that is still wrong, the teacher will immediately correct it and the student repeats the pronunciation correctly according to the teacher's improvement. In addition, the teacher uses the PowerPoint media displayed then students are asked to come forward to read the text on the powerpoint display.

Fourth, in this writing material, the teacher gives students the task of connecting between sentences or rewriting sentences in books. Sometimes teachers also use methods such as the teacher saying one short sentence, then the student is asked to write down the sentence spoken by the teacher.

Problems Faced by Teachers in Teaching English to Students in MIN 1 Malang City

Based on the results of an interview with The English teacher a teacher of English subjects in grade 4 MIN 1 Malang City, she said that of course in the teaching and learning process there are problems faced by a teacher, according to The English teacher who has been teaching English at MIN 1 Malang City for almost 8 years, she has experienced various kinds of experiences related to teaching English with students who have different backgrounds, Both in terms of economic, social, and cultural. According to him, this also has a big effect on the types of obstacles that arise. But in his outline, he sees these obstacles as follows:

- Lack of student motivation is believed by him to be one of the main problems of English language learning. Furthermore, he explained that students' motivation can come from outside such as associations with friends, family conditions and the living environment is less supportive in that direction.
- The large number of students who consider English to be a difficult lesson. This may be due to students' previous knowledge of English is minimal and the differences are striking from English and Indonesian especially in the pronunciation of vocabulary and sentence patterns used. As a result, they tend to be passive and hesitate to try it. This is exacerbated when they lack lessons during the teaching and learning process. In fact, they chatted with their deskmates and did other activities such as doodling, studying subjects, and some even slept.
- Not enough time to practice. According to him, the opportunity or time they are in contact with English is only in English lessons. After that, they were faced with an environment that did not support the occurrence of English-speaking interactions. Meanwhile, the time in class is often very short, which is 1 () time a week.

A large number of students in a class. According to him, the large number of grade 4 students in MIN 1 Malang City, which is around 30 students, makes it difficult for teachers to manage their students.

How to Overcome Problems in English Language Learning in Grade 4 Min 1 Malang City

In dealing with existing problems related to English subjects, teachers overcome them in the following ways:

- Overcoming the lack of motivation of students, teachers strive to instill the importance of English lessons, both for daily life and to face the development of the times that continue to develop rapidly and increasingly sophisticated, if we do not learn English then we will be left behind because of our ignorance.
- Overcoming students who think English is difficult, if facing students with these problems, then The English teacher explained that English is not difficult and difficult. If students are willing to study seriously, do exercises or assignments, then they will naturally become familiar with the questions given, ranging from easy to difficult, and by themselves they will understand English.
- Overcoming insufficient time for practice, in this case, he advises students to always try to speak English in their immediate environment, for example with their deskmates, parents, or other family members. Exercises can start with small things such as asking for objects in the school environment or at home. In addition, The English teacher, also often communicates with her parents (parents) by advising for her children to be invited to communicate frequently or get used to speaking English at home. Because this is certainly very supportive of a child's ability when he gets support from the surrounding environment.

Overcoming a large number of students in one class, in this case, the teacher sometimes in the learning process there is such a thing as group learning. Where students are divided into groups, each group the teacher will give the assignment to complete a class assignment directly.

Learning Outcomes in English Language Learning in Grade 4 MIN 1 Malang City

Based on the results of an interview with The English teacher as a teacher of English subjects in grade 4 MIN 1 Malang City, she said that if it is like speaking, the teacher assesses but is not included in the grade book because it is only practice or practice. Then, in addition, the teacher also assessed the way of short dialogue between students and the results were all students good in dialogue, only of course there was still something wrong with the pronunciation, there was also an assessment of each student's presentation that was shared in groups. For example, in

a presentation about a neat living room according to their version, later they will draw and compose a sentence about a neat living room in front of all students in the classroom

In the results of learning English in grade 4 MIN 1 Malang City, the English teacher said that the results were still arranged normally or well. Furthermore, The English teacher said that the evidence good results from learning English is evidenced by the students of grade 4 MIN 1 Malang City who often take part in competitions in English such as speech competitions, English quizzes, and so on.

Based on the results of interviews with several grade 4 MIN Malang city students, many students were happy or liked English subject matter. Even from the observations of researchers, researchers saw students' preferences for English subjects and many understood the material presented by the teacher. The results of learning English in grade 4 MIN 1 Malang City can also be conveyed that when researchers ask the name of each student using English, they can answer quickly using English as well.

DISCUSSION

Application of Learning Techniques to English Language Education Learning Materials in MIN 1 Malang City

Lied in English learning in grade 4 MIN 1 Malang City are project-based learning and discovery learning. Of these two techniques, the teacher also always gives material by using games and singing. What is often done by the teacher in his game is to sing by running one object held by the student and playing in turn, when the song is finished singing and the holder of the last object will be called forward and assigned to sing using English or introduce himself using English.

According to Nakada et al., (2018) Project-based learning model that uses projects/activities as its goals. Project-based learning focuses on student activities in the form of collecting information and utilizing it to produce something beneficial for the student's own life as well as for others but is still related to the SK, KD curriculum. Uno, and Hamzah (2012) stated that the atmosphere that should be created in the learning process is how students play an active role in learning.

The Project Based Learning learning model provides an opportunity for students to determine for themselves the project they will do. Students are allowed to formulate questions, choose assignment topics, and determine the pattern of assignment activities to be carried out.

This model is a learning model based on the level of development of thinking centered on student learning activities. Judging from the type of activities carried out, it aims to hone and develop the thinking skills of students to allow them to do activities by their skills, comfort, and interest in learning. In the implementation of learning, the teacher acts as a facilitator, as well as encouraging students to discuss and solve problems.

Related the development of language competencies through Project-based learning can be applied to all language skills, both receptive and productive. Receptive skills include reading and listening skills, while productive skills include speaking and writing skills. As part of the productive ability, speaking skills are skills applied to practice communication. In English, the ability to speak is a competence that tends to be difficult for students to master. Flucher (2003, p. 23) argues that the ability to speak is the verbal use of language to communicate with others.

In this case, the ability to speak is a productive ability that is directly and empirically preserved (Brown, 2004, p. 140). Thus, the ability to speak is a process of building and dividing messages through the use of verbal and non-verbal symbols in various contexts. So basically honing speaking skills is one way to practice being active in communicating. Therefore, the learning model of speaking skills to improve critical thinking skills can be done with the Project Based Learning model.

Based on the above submission, in the application of the Project Based Learning technique in grade 4 MIN 1 Malang City, The English teacher. as a teacher of English subjects applies it in a way that usually students are asked to find themselves in their homes about what a neat living room is like, later they will look for themselves both from the vocab side later the next week they are asked one by one to read out the results that have been done both from the vocab side and The pronunciations will then be merged.

In addition, the teacher also gave freedom to the students of grade 4 MIN 1 Malang City to dialogue with each other. When students have a dialogue with each other, the teacher will listen to the dialogue and justify the city's vocabulary or pronunciation that is still wrong, so that students can imitate as corrected by the teacher.

Furthermore, English learning techniques by applying discovery learning. The Minister of Education and Culture of the Republic of Indonesia strongly recommends a discovery learning model to develop attitudes, knowledge and skills in implementing the 2013 curriculum. This is

based again on strengthening the learning process, students are directed to find out (discovery) instead of being told.

Hosnan (2014: 280) states that discovery is a learning model developed based on constructivist views. This model emphasizes the importance of understanding important structures or ideas towards a discipline, through active student involvement in the learning process. The discovery learning model directs students to interact, looking for answers to a question by collaborating, which is expected to be following the age stages of students at the elementary school (SD) level. The thing that needs to be considered is the essence of learning English as a communication tool. So activities in the discovery learning model must accommodate the needs of students using English as a communication tool, not learning the language itself.

Learning Media Used by Teachers in English Language Learning in Grade 4 MIN 1 Malang City

As a presentation of the results that have been delivered at the beginning, the learning media used by teachers in English learning in grade 4 MIN 1 Malang City, namely: (1) using PowerPoint (PPT), (2) playing videos, both conversation videos and English music, (3) playing conversations and music without video, through audio-visual or listening media.

Of course, in the use of a medium, a teacher must be able to choose the right media by considering and paying attention to certain criteria, so that learning objectives can be achieved. According to (Riyai: 1991: 4-5), in terms of choosing the learning media to be used, you should pay attention to the following criteria:

- 1) accuracy for learning objectives is selected based on set instrument goals.
- 2) supporting learning materials, which are the content, facts, principles, concepts, and generalizations of the learning materials, require the help of the media to make them comprehensible.
- 3) easy procurement of media, the media needed are readily available or at least easily produced by the teacher during instruction.
- 4) teacher's ability to use it, teachers can use it successfully in the process of teaching and learning.
- 5) now it's time to use it.

- 6) according to student's thinking level select teaching materials according to the student's thinking level so that the students can understand the meaning.

Media is one of the means to improve the activities of the teaching and learning process. Because of the variety of these media, each media has different characteristics. For this reason, it is necessary to choose it carefully and precisely so that it can be used appropriately (Anderson, 1967:15). For this reason, several criteria deserve attention in choosing media:

- a. According to the goal to be achieved. The media is selected based on established instructional objectives that generally refer to one or a combination of two or three cognitive, affective, and psychomotor domains.
- b. Technical quality. Visual development of the image must meet certain technical requirements. For example, the visuals of the object must be clear and the information or message you want to convey should not be disturbed by other elements in the form of a background (Arsyad, 2008:76).
- c. Choose media that is already available in the market that can be purchased by teachers and can be used directly in the teaching process.
- d. Based on the real needs that have been planned, in particular, those with regard to the goals formulated (Hamalik, 2002: 202).

The above media selection criteria facilitate teachers to use media deemed appropriate to support the teaching and learning process, and use appropriate media to ensure that the teaching and learning process is effective and effective. can run efficiently.

Based on the explanation above, regarding the selection criteria for English learning media in grade 4 MIN 1 Malang City, The English teacher. as a teacher of English subjects has chosen learning media by considering several things and of course has also paid attention to certain criteria with learning objectives that can be achieved properly. As for the media used in English learning in Grade 4 MIN 1 Malang City with its consideration, researchers can convey as follows: using powerpoint (ppt), play videos of both conversational videos and english-language music, and play conversations or music without video through audio-visual or listening media.

Based on the finding of direct researchers' from observations carried out in the classroom, students of grade 4 MIN 1 Malang City looked happy and actively listened to the material presented by the teacher, both through Power Points (slides), music videos and conversation videos. This certainly illustrates that the selection of media used by teachers is right in

accordance with the favorite characteristics of grade 4 MIN 1 Malang City students. From several media used by teachers, The English teacher explained that the purpose of this media is to make it easier for students to understand English subjects because of course students at an early age, are very happy with funny videos and pictures that are liked by students.

Materials Used by Teachers in English Language Learning at MIN 1 Malang City

As the presentation of the results that have been conveyed at the beginning, the material used by the teacher is guided by books, besides that sometimes it also uses other references such as searching on Google. The reference to teaching materials sought by teachers, of course, also considers the abilities of grade 4 MIN 1 students in Malang City, where teachers always try to find teaching materials that are closely related to students' daily lives.

Furthermore, The English teacher said that the materials taught in class 4 MIN 1 Malang City were in the form of listening, speaking, reading, and writing skills. These language skills are presented in a unified way, like what happens in everyday life.

Regarding teaching materials, in general, Brown (1995) put forward three ways for teachers to prepare for them, namely adopting, developing and adapting materials. The easiest way for teachers is adopting, which is to use the entire teaching material that a particular author has made without changing it. This method is easy, but it may not be good if the teaching materials are not in accordance with the curriculum used by the teacher. Another way is to develop, that is, the teacher concocts the teaching materials himself, based on the references he has. The next way is adapting, where the teacher takes certain references, adapts them to the curriculum, adds, subtracts and also modifies according to the needs and curriculum of the lesson. To prepare teaching materials, teachers should pay attention to the way they are selected. There are several principles for choosing teaching materials for children that need to be considered, namely meaningfulness, authenticity, integration, inviting student activity, varied and funny (Sugeng, 2007).

The material will be meaningful if it is based on the needs of the child. Authentic teaching materials are materials taken from materials used in everyday life. The integration of four language skills through selected materials with an assortment of interesting and funny activities invites student activity. These principles can meet the needs of children according to the level of development of the practice environment.

From the explanation above, teachers who teach English in grade 4 MIN 1 Malang City apply more adapting materials, as The English teacher mentioned that the material used by teachers is guided by books, besides that sometimes they also use other references such as searching on Google by taking certain references, adjusting them to the curriculum, adding, subtracting and also modifying according to the needs and curriculum of the lesson. The reference to teaching materials sought by teachers, of course, also considers the abilities of grade 4 MIN 1 students in Malang City, where teachers always try to find teaching materials that are closely related to students' daily lives.

Problems Faced by Teachers in Teaching English to Students in MIN 1 Malang City

Based on the presentation of the results that have been submitted by researchers at the beginning, the findings of problems faced by teachers in teaching English to grade 4 MIN 1 students in Malang City, namely:

- Lack of student motivation is believed by him to be one of the main problems of English language learning. Furthermore, he explained that students' motivation can come from outside such as associations with friends, family conditions and the living environment is less supportive in that direction.
- The large number of students who consider English to be a difficult lesson. This may be due to students' previous knowledge of English is minimal and the differences are striking from English and Indonesian especially in the pronunciation of vocabulary and sentence patterns used. As a result, they tend to be passive and hesitate to try it. This is exacerbated when they lack lessons during the teaching and learning process. In fact, they tend to chat with their deskmates and do other activities such as doodling, studying subjects, and some even sleep.
- Not enough time to practice. According to him, the opportunity or time they are in contact with English is only in English lessons. After that, they were faced with an environment that did not support the occurrence of English-speaking interactions. Meanwhile, the time in class is often very short, which is 1 (one) time a week.
- The large number of students in a class. According to him, the large number of grade 4 students in MIN 1 Malang City, which is around 30 students, this makes it difficult for teachers to manage their students.

From the presentation of the data above, it is clear that teachers face problems in conducting classroom teaching. They all expect a comfortable atmosphere during the teaching and learning process. What happened was far from what the teacher expected. Language classes should limit the number of students. However, the reality is that there are more than 30 students in the classroom, and the atmosphere is not ideal.

However, this can actually be overcome by dividing students into groups or working in pairs. Johnson (1994: 185), he states that dividing students into groups has three advantages:

- a. Create an atmosphere of interaction between students.
- b. Change in student culture from individual work to group work.
- c. Create a more diverse atmosphere so that students can fully demonstrate their skills.

Another expert, Dunn (1983), argues that a class of 12 to 20 students is optimal. Elementary school students are usually more careful. Students expect more individual attention due to their younger age. The availability of textbooks for teachers and students also contributes to the program's success.

How to Overcome Problems in English Language Learning in Grade 4 Min 1 Malang City

In terms of facing existing problems related to English subjects, The English teacher as a teacher of English subjects overcomes them in the following ways:

- Overcoming the lack of motivation of students, teachers try to instill the importance of English lessons, both for daily life and to face the development of the times that continue to develop rapidly and increasingly sophisticated, if we do not learn English then we will be left behind because of our ignorance.
- Overcoming students who think English is difficult, if facing students with these problems, then The English teacher explained that English is not difficult and difficult. If students are willing to study seriously, do exercises or assignments, then they will naturally become familiar with the questions given, ranging from easy to difficult, and by themselves they will understand English.
- Overcoming insufficient time for practice, in this case he advises students to always try to speak English with their immediate environment, for example with their deskmates, parents or other family members. Exercises can start with small things such as asking for objects in the school environment or at home. In addition, The English teacher, also often communicates with her parents (parents) by giving advice for her children to be invited to

communicate frequently or get used to speaking English at home. Because this is certainly very supportive of a child's ability, when he gets support from the surrounding environment.

- Overcoming the large number of students in a class, in this case the teacher sometimes in the learning process there is such a thing as group learning. Where students are divided into groups, each group the teacher will give an assignment to complete a class assignment directly.

Learning Outcomes in English Language Learning in Grade 4 MIN 1 Malang City

There are several supporting components that must be considered in English language learning in children, namely: (1) curriculum or syllabus as a design to organize language teaching programs, and techniques are more specified as a number of various activities, exercises or tasks applied in language learning classes to realize learning objectives, (2) approaches, methods and techniques. Edward Anthony, an American applied linguist, placed the terms approach, method and technique respectively, (3) teachers as controllers, directors, managers, facilitators, and resources, (4) in teaching foreign languages to young learners, media is also very important. A good medium will help the teacher succeed in teaching his students, (5) another component of learning that has the potential to determine the characteristics of the English learning process is the learning environment.

Talking about learning outcomes in English language learning for grade 4 MIN 1 Malang City students certainly cannot be separated from the evaluation and assessment of a teacher. Suchman (in Arikunto, 2009:1) View evaluation as the process of reviewing the results obtained from multiple activities designed to help achieve goals. Another definition by Worthen and Sanders (in Arikunto, 2009: 1) Evaluation is the activity of searching for something of value, in evaluating the existence of programs, production, procedures, and alternative strategies proposed to achieve a given goal to be achieved. It also includes searching for useful information.

The main orientation of the evaluation of the context is to identify the background of the need to carry out a change or the emergence of a program of several subjects involved in decision making. Input evaluation is carried out to identify and assess the capabilities of resources, materials, tools, and people to carry out the selected program. Process evaluation aims to identify the activity or implementation of the program. The main objective of product

evaluation is to measure, interpret and decide the results that have been achieved by the program (Endang Mulyatiningsih, 2011: 127).

Based on the results of the evaluation carried out by the teacher, namely The English teacher, in learning English in grade 4 MIN 1 Malang City, The English teacher said that the results were still normal or good. Furthermore, The English teacher said that the evidence of good results from learning English is evidenced by the students of grade 4 MIN 1 Malang City who often take part in competitions in English such as speech competitions, English quizzes, and so on.

CONCLUSIONS

1. Teachers in teaching apply project-based learning and discovery learning techniques that are adapted to the circumstances of the class and students. Then for assignments to students, teachers very rarely assign tasks.
2. Various media used are PPT slide display, video, and audio playback.
3. The learning material refers to a book entitled Grow with English A Thematic English Course for Elementary Students and some is sourced from Google for additional material that has been modified by the teacher taking into account the abilities of students in class 4 MIN 1 Malang City.
4. The problems faced by teachers are; a) internal; lack of student motivation, and the large number of students who consider English to be a difficult lesson; b) external; insufficient time for practice and a large number of students in one class.
5. Teachers overcome the above problems, using; a) addressing internal issues; the teacher always provides motivation by inviting them to play and sing in English, so that students feel happy with English subjects; b) addressing external issues; Teachers advise students to practice speaking English frequently with their immediate surroundings and teachers sometimes go directly to their parents by advising that their children should be frequently communicated with English at home. Then in terms of overcoming a large number of students, and teachers in the learning process there is such a thing as group learning.
6. Good performance is shown by an average score above the average of 80, even students often take part in English subject competitions.

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