

THE CAPABILITY OF TEACHING ENGLISH TO YOUNG LEARNERS IN SDIT WAHDAH ISLAMİYAH SINJAI

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Abstract

This study investigated teachers' and students' capability to conduct English programs for young SDIT Wahdah Islamiyah Sinjai learners. Therefore, the participants of this study were from two aspects, as mentioned above. There was one level of schools involved in this study. That was elementary school level. The data were collected through the questionnaire and interview and focused on their capability to conduct English at its level. This study showed that students' capability to learn English was very high even though they often encountered obstacles or difficulties in learning English in class. On the other hand, the teacher's capability was high, although they lacked confidence in using English in the classroom, and it was found that the teacher's background of education became one of the reasons. Moreover, teacher training was conducted to be needed to develop their professionalism. However, they also stated that they still needed to attach that training. Therefore, more professional development training was needed to improve teachers' capability to teach at the elementary level.

Keywords: English program, capability, teacher, young learners

Abstrak

Studi ini mempertanyakan kemampuan guru dan siswa dalam melaksanakan program bahasa Inggris untuk pelajar muda SDIT Wahdah Islamiyah Sinjai. Oleh karena itu, partisipan penelitian ini berasal dari dua aspek seperti yang telah disebutkan di atas. Ada satu tingkat sekolah yang terlibat dalam penelitian ini. Itu adalah tingkat sekolah dasar. Data dikumpulkan melalui kuesioner dan wawancara dan difokuskan pada kemampuan mereka untuk melakukan bahasa Inggris pada levelnya. Studi ini menunjukkan bahwa kemampuan siswa dalam belajar bahasa Inggris sangat tinggi meskipun sering menemui hambatan atau kesulitan dalam belajar bahasa Inggris di kelas. Di sisi lain, kemampuan guru tinggi, meskipun mereka kurang percaya diri dalam menggunakan bahasa Inggris di kelas, dan ditemukan bahwa latar belakang pendidikan guru menjadi salah satu penyebabnya. Selain itu, pelatihan guru dilakukan untuk mengembangkan profesionalisme mereka. Namun, mereka juga menyatakan bahwa mereka masih perlu melampirkan pelatihan itu. Oleh karena itu, diperlukan lebih banyak pelatihan pengembangan profesional untuk meningkatkan kemampuan mengajar guru di tingkat dasar.

Kata kunci: program bahasa Inggris, kemampuan, guru, pembelajar muda

1. Introduction

Many countries in developed and developing nations utilize English as an international language. Crystal (2003) stated that English could be witnessed as a symbol of globalization, diversification, and progress. In addition, he also argued that it is used in various fields of society. Therefore, its role could be

maintained as a worldwide audience achievement instrument. The use of English may stipulate the progress of globalization in a country. Similarly, Lie (2017) believed that English aligns with political power, privilege, and social prestige since many other countries included English in their curricula.

In Indonesia, English has been involved in the curriculum as a subject. Nonetheless, it is only included and introduced in secondary school. Moreover, Wahyudi (2018) presented that the formal curriculum allows English to be a formal subject in grades seven to twelve and university. Therefore, English has become a formal subject for secondary to varsity students. However, globalization makes parents and society urge improvement from time to time.

As a result, there is also a policy discussing English in primary school. The Ministry of Education and Culture Decree No. 22/2006 about The Structure of the National Curriculum mentioned that English could be a local subject in primary schools. This policy makes English become an option for primary school. Therefore, they can need to work on prioritizing English to be in their curriculum. The undeniable globalization and parents' demand finally to deliver English as a need for everyone. Equal Chang (2012) believed introducing English early on had become a tendency and a competition among non-native countries. Thus, many elementary schools or even preschools provide an English program to offer society in preparing their children for English.

Lie (2017) stated that many English courses and classes are flourishing in attracting children and their families from the middle class to the higher-class family. Closely, Zein (2017) argued that there is a tendency for parents to sign up their children in a school that offers English. However, their competition of them only based on their affordance creates an imbalance of standard offers to society because of their different capability to hold English programs in their institution. Supriyanti (2012) marked out that there are public and private schools of elementary. The number of them can consider the English program well. Vroom and Seaman (2014) found that teachers in private schools mostly conduct sustainable professional development activities. It shows that private schools are ready to hold an English program.

Yuwono and Harbon (2010) revealed that most elementary students still need to gain English background education and qualification. Most of them are in the only young learner qualification. Teaching English to young learners needs many reflections. Chang (2012) similarly said that policymakers should constantly review how children begin to learn English based on their age. Age considers many things for schools to hold an English program. Reflecting on the above discussion, this study investigated teachers' and students' capability to conduct English programs in elementary schools.

Children and Language Development

Teaching English to young learners needs to consider the learners' age because different ages they had makes dissimilar competence they achieve too. Some of the development can be illustrated below. Fahriany (2018) believed that the critical age of learning a language even so becomes speculation in society. She describes children's age in learning a second language starting from six to twelve. Piaget (1970) theory described the children's age and development below. Four stages of children's cognitive relation to language development too. Therefore, the children can learn the language in their golden age maximally. Furthermore, Creese and Blackledge (2010) stated that many children become bilingual or multilingual in everyday reality. It means that many children learn a language at once.

Hence, they can learn and produce English quickly. In this phase, their brains are still flexible. Therefore, they can learn anything, including languages. Children's attitudes to other languages and cultures are open, assessing them to learn the languages. Furthermore, children are able to learn many things at any stage as long as the learning material is shown comprehensively. First and foremost, English teachers had better follow the cognitive development stage in developing competency standards and their school-based curriculum's basic competency.

Connected to children's development in their language, the teacher notices the children's characteristics, emotional aspects, and interest in their cognitive in teaching primarily teach the English language, which is different from adult learners because it will play a principal role in how the young student certainly involved in the learning process, how they counter and how they achieve the objective lesson. Musthafa (2010) mentioned that children have a short attention range. It means that contrasting to adult learners who can longer focus on their studies, children who have short pay attention only for about twenty minutes of their studies. This means the teacher should have numerous teaching methods for their class activity to avoid boredom on the student's part.

Another characteristic of young learners is the struggle to distinguish concrete and abstract; young learners 5-7 years old still need help distinguishing between concrete and abstract things. When the teacher gives English subjects to young learners, it should start with tangible things. Also, in teaching-learning process should include a cognitive aspect. Many more objects around those objects can be used as concrete objects; related to Pinter (2011), young learners can answer problems that are applied to concrete examples and objects in real life.

Furthermore, young learners, in general, are very active and imaginative. Kuchah (2013) stated that they like using participatory activities like drawing, storytelling, or music. It means that they fancy learning through story games and songs, so they are more motivated to learn English, even indirectly, because playing is part of children's daily lives and can be utilized to carry out the learning process.

Young children (5-7 years old) have an egocentric view that focuses on themselves and is unable to receive perspectives other than their own, and there is a tendency to connect what they learn or do with themselves. Furthermore, they like the subject's material associated with their daily life and around them. New young learners will be pleased when their teacher teaches them about their own, and it is long-term in their memory to remember the subject.

When young children get to 10 years old, they are processing develop to reciprocity, in which their attention does not on themselves. However, they try to give to others (Donaldson, 1978 & Hughes, 1986), cited in Uysal & Yavuz (2015). They require to involve in hands-on experiences for effective learning.

1.1 Teaching English to Young Learners

Related to language learning, the supreme thing to understand is that language learning becomes an acquisition process to achieve communication skills. One of the critical factors in teaching English to young learners is the teachers' profile because they should introduce a foreign language to young learners, which is a second language for them. Also, teachers can facilitate children learning English as a foreign language, as Turek (2013) argued. A splendid English teacher must guide young learners because it can improve their achievements.

Furthermore, children who have lived abroad for a long time with their daily communication in English will have superior English skills compared to students who are entirely new to English. Therefore, there are three levels, beginner, intermediate, and advanced, so the teacher understands their level in teaching English; the teacher must be sensitive to the children's ability level (Supriyanti, 2014).

For young learners, learning resources must be appropriate for children's talent. Materials and methods of young learners are appropriate in teaching English based on their age, such as using the TPR method, which is one of the language methods that include command, speech, and action that improve their memory. Putri et al. (2020) state that remembering is verbal with motoric activity.

Also, there must be an effortless distinction technique, like providing songs, stories, and games. Games and songs can be utilized to teach English, such as pronunciation, vocabulary, and fluency also can introduce the public and culture of the user to English as the first language (Supriyanti, 2012).

1.2 Advantages and Disadvantages of TEYL Advantages

Language acquisition is a process that takes place in a child's brain when he gets his first language or mother tongue. Chomsky states that when children achieve language skills, the innateness hypothesis is that humans are born equipped with a tool to speak easily and quickly. Thus, an advantage of learning English early on is communicating with a foreign language by the right cognitive side. It is the golden age time to acquire a second language. Furthermore, introducing English to children is necessary to pay attention to the theory of language development.

Handayani (2016) proposed some theories of language development: a). Nativism theory explains that language skills are influenced by maturity as a child grows. Furthermore, nativism argues that while acquiring the first language, the child gradually unlocks his verbal abilities that have been genetically programmed. b). Behaviorist theory is that young learners learn language by imitating what they hear and look. Children learn languages by imitating or imitating a model. c). Cognitive theory mentions that the child's early language development is closely related to various children's activities, objects, and activities that he experiences, such as hearing, feeling, and seeing.

According to Supriyanti (2012), some reasons why children need to remain learning English are presented:

1. Other countries are ready to introduce English from Elementary School.

British Council and Aston University (2011), as cited in Supriyanti (2012), reported that 144 countries from all continents use English subjects in their elementary school. Therefore, the children in Indonesia must also learn it to have enough prior knowledge and better proficiency later

2. High demand of society

The demand of society for children is getting higher. Supriyanti (2012) claimed that the society in Indonesia thinks that English is a subject in school and a necessity in their life. In conclusion, society needs English in their daily life or development life. Hence, they must master it earlier.

3. More opportunities at an early age

The Critical Age Theory mentions that cognitive development is believed as the golden age of children in English learning. Young learners may have more opportunities to hear and speak the language in an environment where they feel secure and do not feel pressured to communicate grammatically correctly. In contrast, older learners are more often in situations where they must use a more complex language. Therefore, the children not only can practice English daily for a long time; they also can do it freely and optimally. However, teaching English to young learners has a disadvantage side. According to Grigg (2015), when young learners are taught a language in their school, worry becomes semi-lingual, which means the young learners are taught English but cannot master each language in full. As a result, the language ability becomes overwhelming and mixed.

Furthermore, when young learners start to study in school, they are introduced to a new language, and exposure to the mother tongue gradually decreases. This can trigger future difficulties in children's academics and social abilities. Therefore, according to Grigg (2015), a child should have mastered his or her mother tongue before being introduced to additional languages.

1.3 Teaching English to Young Learners in Indonesia

This part attempts to present the teaching of English to young learners, especially in Indonesia. Talking about language teaching in Indonesia will automatically bring us to know the position of English subjects in Indonesia. English lesson has been implemented in some schools since 1992, and its position is a local content subject (Zein, 2017). In line with it, the Ministry of Education and Culture Number

0487/4/1992, Chapter VIII, states that schools can add some basic subjects to their curriculum if they support national education goals.

Then, the Ministry of Education and Culture Decree Number 060/U/1993 emphasized the policy on February 25, 1993. It is about adding English programs as local content in elementary school, which can begin in the fourth grade. Additionally, Hawanti (2014) stated that local content subjects in elementary schools have 35 minutes per week from the fourth until the sixth of elementary school.

Therefore, in Indonesia, the English subject in primary schools or young learner areas is considered a local content subject that needs to give more positivity to Indonesia's educational goal. This policy will affect the development of the English teaching language. Musthafa (2010) argued that English as a foreign language and local content in elementary school requires extra hard work for teachers. Teachers must need help with the limited time since children only have a short limited attention span. The teachers should maintain the interest of young learners in engaging the English subject. Additionally, its language's unclear social function makes language learners' motivation low, either.

However, Cui (2016) asserted that some significant factors influencing learners' learning and teaching process are external and internal, such as physical, family, and society. At the same time, using local and foreign languages does not influence the learners' learning process.

The development of English language teaching could be seen as Indonesia's effort in answering and following the global development effect through the English language. Likewise, Cameron (2009) described some aspects that make English medium instruction in everyone's daily lives.

First, the statistical fact is that non-natives are now becoming the most English users. Second, the awareness of English that is used in a multilingual context. Therefore, it draws successful communication. Third, the ability to negotiate meaning is more acceptable than grammatical accuracy and native sounding. It implies that despite all grammar and pronunciation rules, English is now used as a daily communication for mostly non-native people. Additionally, Mappiasse and Sihes (2014) conveyed that English is a teaching language in higher education and a standard global communication medium in Indonesia.

Zein (2012) said that some parents are now sending their children to a school that adds English instruction. However, the Ministry of Education and Culture's local office only obliges them to do so because of a prestige overview. The availability of qualified English teachers does not support parents' demand for English in primary school. As evidence, Lie (2017) argued that English had been taught as a foreign language in the formal curriculum from 7th grade through 12th, followed by the university level.

However, many private schools add English to their kindergarten level, and many attractive English courses exist, although some tutors need to be more adequate to teach English. In line with Article 33 of the National Education System Law No. 20/2003 permit the use of local and foreign languages in the early years of school instruction (Lie, 2017). Thus, young learners can learn English earlier despite the compulsory of the national education system. Globalization builds the overview that English considers people's demands since it is widely used in society.

Therefore, Zein (2012) suggested that future Indonesian challenges in considering the development curriculum should be based on the societal transformation locally, nationally, and globally because of the influence and impact of echo sciences and the quality, investment, and education transformation.

The adoption of the English language by Indonesia creates many changes in the field of educational policies. As a result, the aspect of English, such as methodologies, curriculum, and evaluation of language teaching, is changing either (Mappiasse & Sihes, 2014). The Indonesian policy about English subjects in elementary school has been transformed since 1994. Sulistiyo et al. (2019) classify the transformation of English in elementary school as below.

Year	English position	Curriculum
1993	Local content subject	Meaning based curriculum
1994	Local content subject	Meaning based curriculum
2013	Optional lesson	2013 curriculum

As we can see from the table above, English policy in elementary schools is changed based on the policymaker's consideration. Zein (2017) also explained that positioning English as a local content subject in primary school is a linguistic and economic, social, and political consideration. All in all, this becomes a phenomenon of the high demand for English but our low capacity. The capacity comes from many aspects, such as class size, teacher professionalism, and elementary school infrastructure

Sulistiyo et al. (2019) found that the government needed to provide more learning resources, such as English textbooks, and prepare English education students for teaching in higher and secondary schools for their future teaching. In short, the English education program in university and the policymaker should relate and cooperate with the ideas regarding English in elementary school. Hence, young learners can still have English conscientiously and adequately.

2. Method

The participant of this study was a teacher of SDIT Wahdah Islamiyah Sinjai. She is classified based on her year of teaching. Furthermore, she came from government and private schools. Additionally, there were fifteen young learners of elementary levels. The elementary school students consisted of five males and ten females. They came from the fourth class of elementary schools. Specifically, five males and females were selected in this study. This research was driven into one setting, the elementary schools of SDITA Wahdah Islamiyah Sinjai. Data were collected through the survey method by questionnaire and interview. This study employed a qualitative methodology, particularly a case study, to investigate teachers' and students' capability in conducting English as a subject for young learners. The qualitative methodology was chosen because it was appropriate for the study's goals of investigating and analyzing the capability of teachers and students to conduct the English program in depth. Besides, to analyze the data using percentages and explanations by presenting tables of survey results.

3. Finding and Discussion

3.1 Teacher's capability

There were two significant parts of capability coming from the teacher. Firstly, the teacher's competency readiness mainly discusses the teachers' pedagogical knowledge. Next, the teacher's emotional attitudinal capability will be based on the teacher's attitudes toward being an English teacher for kindergarten or elementary schools.

The aspect of teacher's competencies was divided into three parts: first, the teacher's language competence generally describes the teacher's language proficiency. Based on this study's result, the teacher answers that she often joins the English proficiency test. Furthermore, the teacher's language ability, especially in listening to English from their students, was good enough. Next, the use of English during their subject was generally lower in her percentage. It is only 31% used during the class.

Using English in the classroom will automatically make them become role models in English speaking or pronunciation. Therefore, the number should be high for those who frequently use English during the teaching activity. Furthermore, she answered that she became a role model in the classroom. Young learners tend to imitate adults.

Next, the pedagogy competence showed the teacher's ability to engage in classroom management. Practically, the elementary teacher has applied their pedagogical competencies in the classroom. Furthermore, in the seating arrangement, she always organizes their students' seating arrangements regularly. However, the assessment, media consideration, and lesson plan preparation were in high percentage for her. It is between 75 %. This concludes that she has enough pedagogical competence in teaching English.

Furthermore, the teacher's knowledge about her students/children reported a high willingness to understand their characteristics. However, the percentage showed that joining teacher training in the lower percentage is about 52%. The percentage of making lesson plans based on the students' characteristics was that only 52% of them always made it.

The second part comes from the intrinsic aspect of teacher capability. That is the emotive attitudinal capability (Saputri, 2016). Those are responsibility, enthusiasm, willingness to adapt, independence, and reward to intrinsic value as the aspect of teachers' attitudinal capability. The result showed that the teacher agreed that she teaches based on the curriculum provided. Furthermore, the data showed that she has confidence in English and wants to develop it. Her enthusiasm described that she is highly willing to create an English environment for their students and has the spirit to teach English. Her willingness to adapt will also influence her capability. The data showed that she had made a significant effort to adapt and understand the young learners' area. She tends to use children's communication strategies. Further, she was trying to join children's world development to make them more accessible to absorbing English subjects.

Her comfort and independent feeling were also becoming her capability aspect. She has high expectations (83%) that English will become a more accessible and more understandable subject. The reward and intrinsic value here was a high percentage. She tends to reach their learning objective maximally at 75%. Besides, she feels happy to be an English teacher at an elementary school. It means that, emotionally, she feels happy to be an English teacher at the elementary level.

3.2 Student's capability

In this study, the survey results about the students' capability are divided into three, as mentioned in the resulting survey above, firstly from their motivation, then their characteristics, and last from using the media side.

a. Sstudents' motivation

Most students like to learn English subjects, which is exciting for them. However, in contradiction, they felt the English subject was complex. Furthermore, they always pay attention and do some assignments when the teacher gives and explains, even though they often find obstacles in the English subject learning process. It means their motivation to learn English is very high, even though they often encounter obstacles or difficulties in learning English in class. They always try to ask questions when the teacher asks about the English language they are studying. They also help each other when their friend finds difficulties in learning English.

b. Characters of young children in Study English

There were three characteristics of young children in learning English subjects: cognitive development, academic competence, and socio-emotional maturity. From the interview data, in cognitive development, most students already have the essential abilities to take English lessons, such as writing, mentioning vocabulary, and reading English sentences. However, they can only write some sentences or vocabulary in English by dictation or looking at the book. Besides, little by little, the students understood what the teacher said when delivering an explanation using English.

Meanwhile, every student has different competence in academics. Therefore, the capability to study English subjects should have particular academic competence. The interview shows that the students could practice some vocabularies which have been gotten from the learning process and practice some sentences using the English language with their friends or teacher. Nevertheless, they cannot pronounce some sentences and vocabulary yet correctly. On the other hand, becoming a child's character was an egocentric attitude focused on themselves and unable to receive perspectives other than their own. There is a tendency to connect what they learn or do with themselves, as a data survey shows that the students sometimes do the assignments without helping their friends. So, the student's cognitive development in learning English from this study is suitable enough for their abilities.

c. Compatible media use in Learning English

The feeling of boredom quickly has become one of the children's characteristics, especially in learning activities. Therefore, for the teacher who teaches young children exactly in English subjects, the teacher should have a diverse teaching strategy supported by appropriate teaching media tools. According to the interview, while teaching English in the classroom, the teacher is always fun when delivering English materials. The teacher can provide varied teaching methods, enhancing students' fun and happiness. Further, the teacher invites the students to play some games related to the subject and always uses appropriate teaching to enhance English teaching-learning activities in the classroom.

The element of language competency of teachers was relatively high, especially in teachers' ability to listen to children's English speaking. Furthermore, they also make their teacher an excellent example of English speakers in the classroom. Nevertheless, the teacher did not use English throughout their teaching activity; it is about 60%. This became a gap between students' impressions of their teacher and the reality that they did not use English during the learning process.

Zein (2017) stated that English teachers at the elementary school level did not use English in their teaching activities for some reasons. Firstly, their deficit of confidence. This makes the teacher misguided in the correct pronunciation of English to their students. Second, the request from the student to use their first language. Third, the teacher tends to focus only on those who need help understanding the meaning of the teacher's English speaking. Hence, it makes those with enough Basic English not expand maximally. In addition, Zein (2016) also found that teachers who need more confidence in their English tend to struggle with using language for instruction. Otherwise, Musthafa (2010) stated that children learn and acquire knowledge from their direct experience. Then, they pursued it through their sense and experience. Young learners need to experience English like their natural environment created by the teachers.

Different from reality, the data showed that the teachers did not use English regularly in the classroom, and they believed that they had become models for many students. This becomes a gap between students' opinions of their teachers as their role models and the teachers' need for English usage in the classroom. Young learners need teachers as ideal English-language models (Sayer et al., 2014; Yussof & Sun, 2020). Nevertheless, the teacher tends to do code-switching in the classroom. Therefore, it decreased the number of students' vocabulary. Also, this research showed the lowest number of teachers'

English usage in the classrooms while it was highest in the students' opinion about them as role models. Young learners need much exposure to using English by experiencing the English environment made by the teacher. This is supported by Sunyakul and Teo (2020). They declared that English for Young learner teachers in a Boot Camp Thailand rarely applied storytelling and role play because of the limited knowledge and methods that influenced their communicative performance in the classroom.

Pogosian (2008) revealed that young learner teachers should have foreign language communicative competence, linguistic competence, linguistic-cultural competence, and pedagogical competence. Numerous factors may cause this gap. First, the teachers have a background in English but could be more remarkable for young learners. Furthermore, the teacher comes from general English background in this study and has a bachelor's degree. Zein (2017) illustrated that the generalist teacher tends to use the traditional approach while the young learner's development and characteristics need to be considered significantly. This becomes a big struggle for those who teach English at elementary school.

English as local content for the elementary school level makes English has no mandated curriculum guidelines (Sulistiyo et al., 2019). This makes English teachers more innovative in designing, applying, and assessing their subjects. However, the generalist and no title teacher might need more knowledge. Nevertheless, teacher training is still considered to help enrich the young learner teacher competence. Zein (2016) stated that professional development or training for young learner teachers in Indonesia is limited because the training provided is unsuits to the needs of young learners. This is associated with the data obtained in this research where the teacher only joins teacher training provided by their school or government. This shows the quality of them needing to be developed better or even stuck. Above all, the young learner teachers' pedagogical competence, linguistics, and knowledge are based on the status of English, the government provision of professional development training.

The government policy about English subjects at lower-level education must be precise because Indonesia does not have an English for young learners significant at the varsity level, making English for young learner teacher specialists. Furthermore, there should be a match between the government policy and their English provision for young learner training and young learner program for teaching faculty. Yuwono and Harbon (2010) research reported that most elementary teachers need English background education and qualification. Most of them are in the only young learner qualification. Zein (2017) also mentioned that in Indonesia, the English department only prepares English education students for teaching in higher and secondary schools for their future teaching.

The following session will elaborate on the result of the teacher's emotive attitudinal capability. This describes the teacher's perception of her willingness, enthusiasm, and feeling about her English teacher position at the elementary school level. Based on the data, she agrees to teach English based on the curriculum provided. Gil and Crichton (2018) conveyed their study where young learner teachers are highly eager to teach English but are still unsure to practice it because of the grammar and pronunciation challenges. Besides, Fransisca and Syafei's (2016) research showed that the children failed to acquire new pronunciation if they got it from unprofessional sources. Hence, the teacher might be highly demanded to be a role model in English speaking.

The teacher's willingness to adapt is in high percentages. She believed she used basic instruction to her students and tried to follow their students' world to deliver English. Thus, they want to make her subject understandable. She achieves the learning goal maximally. Sulistiyo et al. (2019) stated that the teacher's role is essential to be the primary source and mediator of foreign language skills in the classroom. Therefore, the main objective of learning is contingent on the teacher's effort.

Moreover, the teacher would have significant challenges in reaching the goal because of the local content subject position of English that she should prepare, arrange, and modify her learning material independently. Hawanti (2014) declared that the teacher's fundamental knowledge of developing an

English program must be improved to deliver English as a local content subject. They often ended up in the textbook, which mainly deals with the traditional approach. Therefore, this research showed the high emotive attitudinal capability to teach young learners at elementary school. However, she would have significant challenges because of the lack of background knowledge and professional development activity that only a few times join.

Although English is considered a complex subject for young learners, it is still one of the most fascinating subjects to be learned by them. Thus, conducting this program was inevitable and required good preparations. Some of those preparations are actionable lesson plans, affordable supporting facilities, and student capability. Handayani (2016) showed that introducing the English language to young learners was simpler to achieve naturally or informally. Therefore, it demands adequate planning in teaching programs, including preparing the teachers, choosing the materials to be learned, providing sufficient facilities, and including the learning settings. Those preparations should consider young learners' characteristics because they will play a vital role in achieving language learning objectives.

Mustafa (2010) stated that English was only a local content in elementary schools with little function in social relations or communication, especially in Indonesia. Another study showed that young learners' motivation factor in learning this language was good enough. They give their attention and keep a sense of enthusiasm for learning English.

In addition, Cognitive Theory regarding language mastery mentioned that language ability does not separate the natural feature but is one of the abilities coming from cognitive maturity. It is structured by common sense that language development must be grounded and fundamental in cognition (Piaget, 1970). Similar to the results survey about young learners' character, which includes cognitive development in language by students' cognitive abilities to read, group some vocabularies, and write in English form (Chaer, 2009). Related to academic competence, the students attempted to practice English, although they had yet to pronounce them correctly. This result was in line with Ni'matuzahroh et al. (2019) study, which reported that students should have social competence and communicate in English to be practiced. However, those aspects needed to be sufficiently prepared for their learning experience. Therefore, every student should work hard to practice and learn those language skills in their circle first, including practicing speaking skills with their friends. Having some discussion activities by a group in the learning process, even if English is still limited and incompletely correct on the pronunciation side, will still be helpful.

Whereas the dominant characteristics of young learners were egocentric (Stakanova & Tolstikhina, 2014). This matter needs to be considered in teaching English to young learners not to become egocentric characters that are not pleasing to society. Teaching approaches can be applied to help young learners become more open-minded persons. Those involve activities such as inviting them to sing together, problem-solving, role-playing, discussing pictures, and utilizing other visual props or aids that make them more agile to work together. Those activities will decrease their sense of egocentricity in the English learning process.

4. Conclusion

Teaching English to young learners in SDIT Wahdah Islamiyah Sinjai is a part of introducing English to them. It should also consider many things before conducting English at the young learner level. The consideration may come from the aspect that supports the learning and teaching process, whether the supporting aspects have ready or not. The teacher's capability can affect the students' capability, and vice versa. The capability of them is connected. Therefore, the English program holder should prioritize the factor that influences the capability of those aspects. The teachers' need for more confidence in using English affects the students' pronunciation correctness since young learners tend to make a teacher a role

model in English speaking. Moreover, the facility of English learning teaching will automatically support the learning process effectively and efficiently. Meanwhile, it attracts the students' motivation to learn English more.

Several limitations of this study can be a suggestion for future research. Further research discussing this topic must prepare a more profound understanding of the capability term. Besides, the next researcher's more profound instrument about capability could be done to get more valid research results. Further research about what makes the teacher's lack of confidence and how to increase teachers' confidence are expected.

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