**TEACHING ENGLISH TO YOUNG LEARNERS IN PANDEMIC ERA AT SD MUSLIM CENDEKIA KOTA BATU**

**Adopt from Thesis Muhammad Muzakki Aufa (2018)**

**Teacher’s Interview Guide**

**1.** What is the purpose of English teaching and learning process for young learning at first/second/third/fourth grade of SD Muslim Cendekia in The Academic Year 2021/2022?

Apa tujuan dari pengajaran dan proses pembelajaran Bahasa Inggris untuk pelajar muda di kelas satu/dua/tiga/empat dari SD Muslim Cendekia di tahun ajaran 2021/2022?

**2.** How many times does the teacher teach English in a week at first/second/third/fourth grade of SD Muslim Cendekia in The Academic Year 2021/2022?

Berapa kali guru mengajar bahasa inggris dalam seminggu di kelas satu/dua/tiga/empat dari SD Muslim Cendekia di tahun ajaran 2021/2022?

**3.** English is not the main lesson at Elementary school. There is no rule to teach English from the government. What is the teacher’s orientation to teach English at first/second/third/fourth grade of SD Muslim Cendekia in The Academic Year 2021/2022?

Bahasa inggris bukan merupakan pelajaran utama di sekolah dasar. Tidak ada aturan untuk mengajar bahasa inggris dari pemerintah. Apa orientasi guru untuk mengajar bahasa inggris di kelas satu/dua/tiga/empat dari SD Muslim Cendekia di tahun ajaran 2021/2022?

**4.** What point are used to make syllabus or lesson plan in teaching and learning English for young learners at first/second/third/fourth grade of SD Muslim Cendekia in The Academic Year 2021/2022? Are there prota and promes?

Poin apa yang digunakan untuk membuat silabus atau rencana pelajaran dalam mengajar dan belajar bahasa inggris untuk pelajar muda di kelas satu/dua/tiga/empat dari SD Muslim Cendekia di tahun ajaran 2021/2022?

**5.** What language materials and topics are covered in English course for young learners at first/second/third/fourth grade of SD Muslim Cendekia in The Academic Year 2021/2022?

Materi dan topik bahasa apa saja yang diulas dalam kursus bahasa inggris untuk pelajar muda di kelas satu/dua/tiga/empat dari SD Muslim Cendekia di tahun ajaran 2021/2022?

**6.** What textbook do the teachers use in teaching English for young learners at first/second/third/fourth grade of SD Muslim Cendekia in The Academic Year 2021/2022?

Buku pelajaran apa yang para guru gunakan dalam mengajar bahasa inggris untuk pelajar muda di kelas satu/dua/tiga/empat dari SD Muslim Cendekia di tahun ajaran 2021/2022?

**7.** Why does the teacher choose the textbook for teaching?

Mengapa guru memilih buku pelajaran tersebut untuk mengajar?

**8.** What methods are used the teacher in teaching and learning for young learners at first/second/third/fourth grade of SD Muslim Cendekia in The Academic Year 2021/2022?

Apa saja metode yang digunakan guru dalam mengajar dan belajar untuk pelajar muda di kelas satu/dua/tiga/empat dari SD Muslim Cendekia di tahun ajaran 2021/2022?

**9.** What teaching aid is used in teaching and learning English for young learners at first/second/third/fourth grade of SD Muslim Cendekia in The Academic Year 2021/2022?

Bantuan pengajaran yang digunakan dalam mengajar dan belajar bahasa inggris untuk pelajar muda di kelas satu/dua/tiga/empat dari SD Muslim Cendekia di tahun ajaran 2021/2022?

**10.** How does the teacher assess the students at first/second/third/fourth grade of SD Muslim Cendekia in The Academic Year 2021/2022?

Bagaimana cara Guru menilai siswa di kelas satu/dua/tiga/empat dari SD Muslim Cendekia di tahun ajaran 2021/2022?

**11.** How is the result of assessment?

Bagaimana hasil penilaian nya?

**12.** Are there any difficulties or obstacles in the teaching and learning process? What are they?

Apakah ada kesulitan atau hambatan dalam proses pengajaran dan pembelajaran? Apa saja?

**13.** How to solve those problems?

Bagaimana memecahkan masalah itu

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**The observation checklist**

**Adopt from Thesis Muhammad Muzakki Aufa (2018)**

**Date :**

**Class :**

**Teacher :**

| **No** | **Condition in the class** | **Fact** | |
| --- | --- | --- | --- |
| **Yes** | **No** |
| **Learning Process** | |  |  |
| **1.** | Teacher opens a lesson by reciting a pray  Guru membuka pelajaran dengan mengucapkan doa |  |  |
| **2.** | Teacher asks stimulating questions.  Guru mengajukan pertanyaan yang merangsang. |  |  |
| **3.** | Teacher explains a lesson by using understood language.  Guru menjelaskan sebuah pelajaran dengan menggunakan bahasa yang dipahami. |  |  |
| **4.** | Teacher uses an appropriate teaching and learning method  Guru menggunakan metode pengajaran dan pembelajaran yang tepat |  |  |
| **5.** | Teacher masters materials.  Guru menguasai materi |  |  |
| **6.** | Teacher organizes appropriate teaching media.  Guru menyusun media pengajaran yang tepat |  |  |
| **7.** | Teacher uses a whiteboard.  Guru menggunakan papan tulis. |  |  |
| **8.** | Teacher employs appropriate games properly.  Guru menggunakan permainan yang tepat dengan benar |  |  |
| **9.** | Students pay attention to the teacher's explanation.  Siswa memperhatikan penjelasan guru |  |  |
| **10.** | Students participate in the teaching and learning process.  Siswa berperan serta dalam proses pengajaran dan pembelajaran. |  |  |
| **Classroom Management** | |  |  |
| **1.** | Teacher control students well.  Guru mengontrol siswa dengan baik. |  |  |
| **2.** | Teacher builds interaction with the students.  Guru membangun interaksi dengan siswa |  |  |
| **3.** | Teacher find difficulties or obstacles when teaching and learning processes are done.  Guru menemukan kesulitan atau hambatan ketika proses pengajaran dan pembelajaran dilakukan. |  |  |
| **4.** | Teacher can solve the problems found in the teaching and learning process.  Guru dapat memecahkan masalah yang terdapat dalam proses pengajaran dan pembelajaran |  |  |
| **Assessment** | |  |  |
| **1.** | Teacher assesses students using appropriate assessments.  Guru menilai siswa dengan penilaian yang tepat. |  |  |
| **2.** | Students do exercise seriously.  Para siswa melakukan latihan dengan serius |  |  |
| **3.** | Teacher corrects students’ work.  Guru mengoreksi pekerjaan siswa. |  |  |
| **4.** | Teacher gives homework to students.  Guru memberikan pekerjaan rumah kepada siswa. |  |  |

Chosen answer

The aim of the observation and interview are to get the data concerns with the teaching and learning process.

The researcher used the interview as the instrument for collecting the data by interviewing the question to the student in order to know students' perception towards teaching and learning English at SD Muslim Cendekia Kota Batu.

a. The researcher used the interview as the instrument for collecting the data by interviewing the question to the English teacher in order to know teachers' perception towards teaching and learning English at SD Muslim Cendekia Kota Batu. For the interview, that was not made by the researcher, but adapted from Aufa, Muhammad M (2018)

b. The researcher used the observation as the instrument for collecting the data by check list the question in order to know condition in the class towards learning process, classroom management and assessment at SD Muslim Cendekia Kota Batu. For the question in observation, that was not made by the researcher, but adopted from Aufa, Muhammad M (2018)