

**THE METHODS OF TEACHING ENGLISH FOR YOUNG LEARNERS
(TEYL) IN MUHAMMADIYAH PRIMARY SCHOOLS**



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Yang menyatakan,




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MOTTO

"Never quit what you've been started till you finish it"

Jangan pernah berhenti terhadap apapun yang telah Anda mulai sampai Anda menyelesaikannya.

"Keep Enjoying the process then you will see the access to be success."

Tetap nikmati prosesnya maka kamu akan mendapatkan akses menuju sukses.

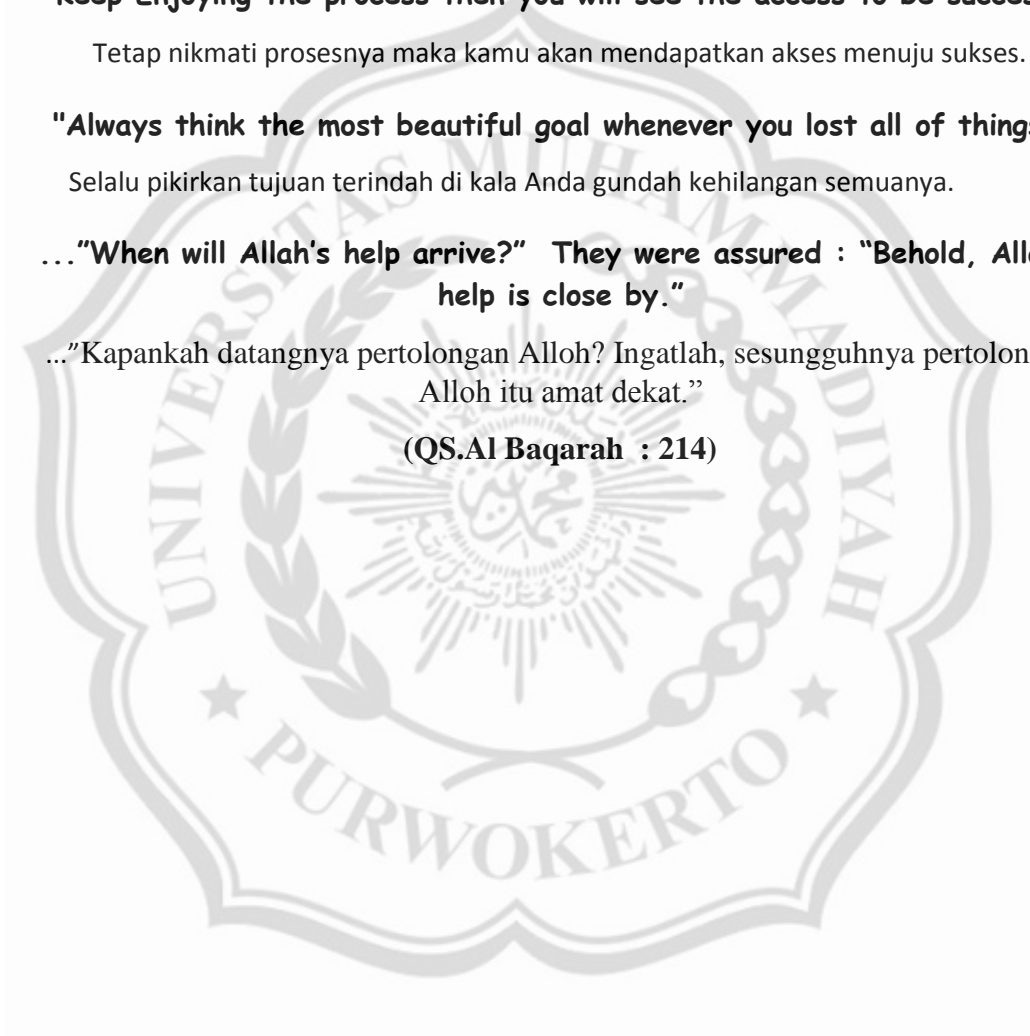
"Always think the most beautiful goal whenever you lost all of things."

Selalu pikirkan tujuan terindah di kala Anda gundah kehilangan semuanya.

... "When will Allah's help arrive?" They were assured : "Behold, Allah's help is close by."

... "Kapankah datangnya pertolongan Alloh? Ingatlah, sesungguhnya pertolongan Alloh itu amat dekat."

(QS. Al Baqarah : 214)



DEDICATION

This thesis is dedicated for special people in my life who give me a lot of supports and pray to finish it

- 1. Thanks for my beloved parents (Bapak Darsono dan Ibu Siti Maryamah) who have given me a lot of supports, money and love. You have educated me well, thanks so much.**
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The writer certainly realizes that this thesis is far from being perfect. Therefore, the writer welcomes constructive comments and suggestions from the reader. However, what is more important that this thesis would be useful for education field.

Purwokerto, August 2018

Pandu Priambodo



ABSTRACT

THE METHODS OF TEACHING ENGLISH FOR YOUNG LEARNERS (TEYL) IN MUHAMMADIYAH PRIMARY SCHOOLS

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This study was conducted to describe various teaching methods implemented by English teacher in the fourth and fifth grades of Muhammadiyah primary schools. This study was descriptive qualitative research. The data were collected through directly observed teaching and learning process from teacher of Muhammadiyah primary schools.

The method of this research was an ex-post facto. This research was involving four different primary schools as the settings of the study and five teachers as the subjects of the study. Since this study is qualitative in nature, the researcher becomes the key instrument in that he interpreted or gave meaning on the data that have been collected. As the design of this study was a multi-case study, this kind of study employed multiple methods of data collection, i.e., observations, photographs, and video recordings. The instruments was researcher's classroom observation checklist. Based on the findings, it is found that teachers were not using any specific method in the class. Whatever method suits, they instantly follow that method and they are doing this unconsciously. It is like mixing of various methods. There were 6 methods that had been implemented by the English teachers who became the subjects of this study from 1 to May 20, 2018. These methods were classified as Grammar Translation Method, Direct Method, Audio-Lingual Method, Communicative Language Learning Method, Total Physical Response Method and Reading Method. From the findings, it was evident that in case of English language teaching of TEYL, most of teachers followed Grammar Translation Method. These findings were supported by the findings of the researcher's own checklist.

Keywords : *Teaching Methods, TEYL*

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