

ISSN: 2541-5654

PROSIDING
SEMINAR NASIONAL
INDUSTRI BAHASA 2019

INDUSTRI BAHASA DALAM ERA INDUSTRI 4.0

POLITEKNIK NEGERI
MALANG

EDITORIAL BOARD

PROSIDING SEMINAR NASIONAL INDUSTRI BAHASA 2019 POLITEKNIK NEGERI MALANG

Dr. Sugeng Hariyanto, M.Pd.
Anik Kusnawati, M.Pd., Ph.D.
Rita Darmayanti, S.Pd., M.Pd.
Drs. Kun Mustain, M.Pd.
Af'idatul Husniyah, S.Pd., M.Sc

Sekretariat:

Jl. Soekarno Hatta, No.9, Malang

DAFTAR ISI
PROSIDING SEMINAR NASIONAL INDUSTRI BAHASA 2019
POLITEKNIK NEGERI MALANG

ISSN: 2541-5654

Editorial Board	i
Daftar Isi	ii
Industri Bahasa dalam Era Digital	
<i>Kepakan Sayap Sastra di Era Industri Digital</i>	1-6
Dewi Ariani	
<i>Industri Bahasa pada Era Milenial Melalui Takarir Digital</i>	7-10
Muhammad Aris Syahrudin	
Diyamon Prasandha	
Industri Kreatif yang bersumber dari Bahasa dan Sastra	
<i>Citra Perempuan Muslim dalam Dwilogi Novel Scappa Per Amore Karya Dini Fitria (Kajian Feminisme Profetik)</i>	11-16
Amila Hilan	
Suyitno	
Andayani	
<i>Latar Kefilosofian Hidup Tokoh Canting Arswendo Atmowiloto dan Canting Fissilmi Hamida (Kajian Intertekstual)</i>	17-24
Elok Harisma Kartikasari	
Suyitno	
Andayani	
<i>Mengembangkan Seni Drama Tradisional Mamanda Berbasis Industri Kreatif dan Budaya di Kalimantan Selatan</i>	25-34
Ida Komalasari	
Kamal Hasuna	
<i>Karakteristik Tema Video Curahan Hati di Media Sosial Instagram Sebagai Salah Satu Ragam Industri Kreatif Bermuatan Bahasa dan Sastra</i>	35-43
Novia Anggraini	
<i>Makna Ujaran dalam Wacana Tulis Pada Buku Humor Politik Indonesia</i>	44-53

<i>Karya Felicia N.S (Kajian Pragmatik)</i>	
Santi Wahyufi Diningsih	
Andayani	
Muhammad Rohmadi	
<i>Citraan dalam Novel Bidadari untuk Dewa Karya Asma Nadia (Kajian Stilistika)</i>	54-61
Ulva Prihartini	
Nugraheni Eko Wardhani	
Kundharu Saddhono	
<i>Kreatifitas Bersumber dari Legenda Jawa Barat</i>	62-66
Ypsi Soeria Soemantri	
Susi Magdalena	
Sri Rijati	
Inovasi Pembelajaran Bahasa	
<i>Students' Perceptions on YouTube Video in English for Accounting</i>	67-71
Fitria Nur Hamidah	
<i>Inter-University Collaborative Classroom to Practice Professional Speaking for applied English Students</i>	72-76
Girindra Putri Ardana Reswari	
Fitri Alfarisy	
Girindra Putri Dewi Saraswati	
<i>Fostering Multiliteracies in An ESP Classroom to Promote Skills Needed in Industry 4.0</i>	77-81
Herlin Afiyanti	
<i>Peran Potensial Teks Sastra Dwi Bahasa (Prancis-Indonesia) Bermuatan Kearifan Budaya Lokal Dalam Menunjang Gerakan Literasi Sekolah</i>	82-89
Iqbal Ifada	
<i>Analisis Kebutuhan Model Pembelajaran Bauran untuk Meningkatkan Kemandirian Belajar pada Era Disrupsi</i>	90-95
Diyamond Prasadha	
Muh Iqbal Arif Amrulloh	
<i>A Study of English Language Teaching in Elementary School in Jombang</i>	96-102
Sakhi Herwiana	
Elisa Nurul Laili	

<i>English Course Design for Marketing Management Students Based on Alumni's Applied English Skills at Work: an Analysis and Suggestions</i>	103-107
Jatrifia Ongga S	
Uyun Nishar	
<i>Hikayat Hang Tuah bagi Pembelajaran Bahasa Indonesia</i>	108-112
Tia Pratiwi	
Sarwiji Suwandi	
Nugraheni Eko Wardhani	
Multilingualism dan Bilingualism	
<i>Strategi Komunikasi Perawat dan Pasien dalam Interaksi Bilingual pada Pemeriksaan Awal</i>	113-121
Indah Nur 'Aini	
Qori Fanani	
Penerjemahan Audio Visual	
<i>Strategi Terjemahan Swear Words dalam Subtitle Film Yes Man</i>	122-135
Ayu Shadrina Saraswati	
<i>Indonesian Subtitling of "Guardians of the Galaxy": Strategies, Grammatical Equivalence, and Accuracy</i>	136-156
Nur Laili Yusuf, M. Li	
Penerjemahan di Era Global	
<i>Ragam Gaya Penerjemahan Kalimat Imperatif Dalam Film Toys Story 1</i>	157-168
Devinta Rizky Utami	
<i>Applied English Students' Perceptions on Computer Assisted Translation (Cat Tools)</i>	169-173
Fitri AlFarisy	
Girinda Putri Ardana Reswari	
<i>Strategi Penerjemahan Ujaran Sarkasme Pada Film Borat</i>	174-181
Ghustiva Liani	
<i>Kesulitan Penerjemahan Istilah Tari Sunda bagi Orang Asing (Rusia)</i>	182-189
Susi Machdalena	
Ypsi Soeria Soemantri	
Sri Rijati Wardian	
Teknologi dalam Pembelajaran Bahasa	
<i>Analisis Kebutuhan Pengembangan Modul Laras Bahasa Perguruan</i>	190-193

<i>Tinggi Berbasis Problem Based Learning (PBL) pada Mata Kuliah Bahasa Indonesia</i>	
Achmad Tantowi Azis	
Puput Zuli Ekorini	
<i>The Application of Antconc Instruction in Developing Vocabulary for ESP Learning Activities</i>	194-198
Eri Ester Khairas	
<i>Pembelajaran Bahasa Daerah Lewat Buku Cerita Bergambar di Aplikasi Let's Read</i>	199-203
Eva Y.Nukman	
<i>Metodologi Pengembangan Kamus Digital Online untuk Pembelajaran English for Tourism</i>	204-213
Hilda Cahyani	
Ardian Wahyu Setiawan	
M. Fauzi Rianto	
<i>Challenges in Conducting Workshop Survey and Follow Up Survey for SMEs Respondents from the CLMV countries using English Questionnaire: Lessons Learned from the US-ACTI Project</i>	214-217
Yanti Susanti	
Pengajaran Bahasa dan Sastra	
<i>Penggunaan Campur Kode dan Alih Kode dalam Wacana Anekdote Karangan Siswa SMK di Kota Wonogiri (Kajian Sociolinguistik)</i>	218-224
Azizah Niswahatun Royani	
Sarwiji Suwandi	
Muhammad Rohmadi	
<i>Tindak Tutur Guru dalam Interaksi Belajar Mengajar Anak Autis</i>	225-235
Endang Sumarti	
Nurwachid Mulyono	
Yahmun	
Moh. Jazeri	
<i>Analisis Struktur dan Ciri Kebahasaan pada Teks Ulasan Siswa Kelas VIII SMP Kota Cilacap</i>	236-242
Fakhri Fakhur Rozy	
Sarwiji Suwandi	
Sahid Teguh Widodo	
<i>Pengajaran Bahasa Muna dalam Ritual Katoba pada Masyarakat Muna</i>	243-254

<i>(Telaah Tata Makna dan Fungsi Komunikatifnya)</i>	
Ardianto	
Adri Lundento	
Hardiman	
<i>Pengembangan Perkuliahan Kepenyiaran Branding Image Masyarakat Santri Kota Pasuruan Melalui Publikasi Medsos</i>	255-264
Ilmiyatur Rosidah	
Badriah Wulandari	
<i>The Effects of Integration Between Kurikulum 2013 and Cambridge Curriculum in English (Study Case Taken From Saint Peter's Junior High School)</i>	265-274
Marudut Bernadtua Simanjuntak	
<i>Pengaruh Project Based Learning (PJBL) terhadap keaktifan dan Kemampuan Menulis Ilmiah Mahasiswa Diploma IV Jurusan Teknik Kimia Politeknik Negeri Malang</i>	275-287
Mujianto	
Lia Agustina	
Mariana Ulfa Hoesny	
<i>Kesalahan Berbahasa pada Karya Ilmiah Mahasiswa di Kota Madiun Yang Berasal dari Berbagai Pulau di Indonesia (Tataran Sintaksis)</i>	288-297
Pramudita Septiani	
Sarwiji Suwandi	
Budhi Setiawan	
<i>Antropologi Sastra dalam Cerita Rakyat "Goa Kalak" Kabupaten Pacitan sebagai Pembelajaran Sastra di Sekolah Menengah Atas</i>	298-303
Rizqi Citania Sari	
Suyitno	
Nugraheni Eko Wardhani	
<i>Pendirian dalam Argumen Tulis Mahasiswa Jurusan Pendidikan Bahasa Mandarin</i>	304-310
Yohanna Nirmalasari	
Bahasa Indonesia Bagi Penutur Asing	
<i>Penggunaan Afiksasi pada Tulisan Ilmiah Mahasiswa Peserta Pembelajaran Bahasa Indonesia bagi Penutur Asing (Bipa)</i>	311-317
Tiurma Putri	
Andayani	
Sahid Teguh Widodo	

A STUDY OF ENGLISH LANGUAGE TEACHING IN ELEMENTARY SCHOOL IN JOMBANG

SAKHI HERWIANA

ELISA NURUL LAILI

UNIVERSITAS HASYIM ASY'ARI TEBUIRENG JOMBANG

herwianas@yahoo.com

Abstract

Since the changing of Curriculum 2006 to Curriculum 2013, many Elementary schools do not teach English to the Elementary students. The government did not recommend to teach English in Elementary school because this is not good for their language development. While, some schools still teach English as a local content subject or as an extra-curricular because many teachers and parents mostly believe that English is important for students' future. The purpose of this study is to find out how the Elementary teachers teach English to Elementary students. The data was taken from 11 Elementary schools in Jombang including private and public schools. Based on the findings mostly the teachers teach about grammar and translation which is not appropriate for young learners. They rarely use games, songs or another teaching method. The government should think about this phenomenon. Government should give training or workshop how to teach English ideally for Elementary students, and make policy about the Curriculum. Whereas, the society in the city have a great demand that English has to be taught to their children.

Keywords: English language teaching, Elementary school, English for young learners

I. INTRODUCTION

The Decree of Minister of Education and Culture Number 81A of 2013 stated that English could be taught in elementary school as a local content subject or an extra-curricular not compulsory subject. In 2013 the government made new policy, they changed the Curriculum 2006 to Curriculum 2013 and stated that the teaching of English for young learners is not good. Especially for teacher in the remote area or suburb, they do not have enough competence which can give bad effect to students (Musliar Kasim cited in Afifah: 2012). But, today some elementary schools still conduct to teach English as an extra-curricular or local content subject.

At the same time, there was a controversial issue, most of teachers and parents want their children to study English.

This issue was a debating topic among the educators and parents. In consideration of global era, all parents want the children to learn English related to global market. Indonesia started ASEAN Economic Community (AEC) at the late 2015. It opens free market and skill labor from overseas in Indonesia.

Chodijah (2012) said that the teaching of English in elementary school has not been done correctly and the teacher has not been prepared yet. The teachers are not seriously trained to teach English for elementary students. Therefore, the teaching of English in elementary school is misguided. The teachers are stuck to use the book from the publisher. Additionally, Chodijah (2012) thought that English language teaching for elementary schools had not been implemented well. The

teaching and learning activities in the classroom uses material in the textbook and it is not suitable with the standard requirements for English learning.

In fact, some of English teachers teach grammar and translation in elementary school. It makes students' frustration because it is not suitable for students at younger age. Suyanto (2004:6) stated that if elementary school learners started to learn English at the third or fourth grade, they are in the concrete operational stage, therefore they need many variation of illustrations, model, pictures and others activities. Phillips (1993:68) stated that children are faster to learn words but slower to learn grammar. This condition reflects that English teacher at elementary school do not know how to teach young learners. Unfortunately, the problem in Indonesia arises when there is transition at primary school to secondary school because teacher is not given with special training to teach English for young learner (Enever, J & Moon, 2010:3). Therefore, researcher wants to observe how the teaching of English is conducted in elementary school.

II. REVIEW OF RELATED LITERATURE

Previous study

Shinde, M.B. & Karekatti, T.K. (2012) entitled "Pre-Service Teachers' Beliefs about Teaching English to Primary School Children" conducted research in India. The subject is 100 pre-service English teacher. They believe that teachers' quality will affect the learning outcomes. The result showed that almost all of the participants want training related how to make the lesson effective and relevant in classrooms to teach the primary students.

Second previous study entitled "The Competence of Primary School English Teachers in Indonesia" by Asyriyanti et.al. (2013) the sample were taken in South Sulawesi, it showed that English teachers' competence at primary level needs improvement.

Sudrajat (2015) conducted research entitled "Studi Tentang Pelaksanaan Pengajaran Bahasa Inggris di SD Kota

Tenggarong" it described about English teachers' competence in selecting, developing, designing materials, teaching and learning process, using media and learning sources, evaluating and making test in elementary school was poor.

Curriculum 2013

The Decree of the Minister of Education and Culture Number 81A of 2013 about the implementation of Curriculum stated that the teaching of English in elementary school could be taught as a local content subject or as an extra-curricular. The government then gives this policy to the school to choose whether they want to teach English or not. Since Curriculum 2006 (KTSP) to Curriculum 2013 (K13) English is never be as a compulsory subject.

While, the school under the management of Ministry of Islamic Religion has to teach English at the elementary school as a compulsory local content subject for grade 1 to grade 6.

Teaching English for Young Learner

Teaching adult and teaching children is different. There are five categories that can help to give some practical approaches to teach young learner (Brown, 2007:102-104)

1. Intellectual development

Children do not understand abstract words. They understand of concrete words. That is why teacher have to consider their limitations. Teacher should follow some rules bellow for teaching children in the classroom:

- Don't explain grammar using "present progressive" or "relative clause"
- Do not use abstract rule such as using "Do" or "Does" to make question.
- Explain the certain patterns and examples clearly when using grammar.
- Use more repetition for more difficult concepts or patterns.

2. Attention span

Children have short attention spans than adult. It means that they give more

attention to something interesting like watching favourite cartoon whereas they only give short attention to something difficult, boring and uninteresting. Therefore, teacher should know how to make interesting and fun teaching method. There are some points to make the class lively and fun:

- They focus on here and now, so the activities should catch their interest immediately.
- The teaching-learning activities need a variety in order not to make them get bored.
- A young learner teacher should be active and keep spirit in the class because his/her energy will affect to the children.
- A sense of humour is good to make the class alive.
- They have a lot of natural curiosity. Teacher has to maintain attention and focus.

3. Sensory input

The classroom activities when teaching children have to include all of five senses, there are:

- Use the lesson with physical activities such as role play, games, or Total Physical Response activities.
- Make a small group and projects to help children to learn words, grammar and meaningful language.
- Use all elements of media in teaching-learning process, such as smell the flowers, touch animal, taste the food, watch TV or listening music.
- Children will always pay attention and follow the teacher gestures and body language. It is important for teacher to notice of his/her nonverbal language.

4. Affective factors

The children have high egos. It can make a gap among their friends in learning. Therefore, teacher should need to overcome this situation as bellow:

- Help the students to laugh with their friends.
- Be patient and supportive to gain self-confidence.

- Elicit as much oral participation as possible from students, especially for non-active students to give them opportunities to try.

5. Authentic, meaningful language.

Elementary school teachers should use authentic media in the class activities. All the topics and materials should be contextual because the children are more interesting and eager to learn if they previously know everything in the daily life. Real life situation is a concrete thing to be learnt. Therefore, teacher should have been experienced to teach elementary students and experiment to develop interesting activities.

Teacher's Competence

Based on the statement of Indonesian regulation number 14, 2005 stated that teacher is a professional educator who has the main task to educate, teach, guide, give direction, train, to give assessment, and evaluate students in early childhood education, formal education, basic education, and secondary education.

Competence is a description of someone's qualifications, both qualitative and quantitative to do his profession based on his education in a responsible and professional manner (Dahlan, 2017)

Teacher's competence is very important in education. They must have good competence in doing his/her job as a teacher. Because the relation between competence and successful teaching and learning is significant. The better the competence they have the better the quality of education they made.

III. RESEARCH METHOD

This study used qualitative method. The researcher used observation and interview on collecting the data. The data was presented descriptively. Then the researcher described and concluded the results based on the finding.

This study used survey research to find out how the teaching of English was conducted in elementary school. Based on Latief (2007:124) survey research is usually used to describe views, behaviours, preferences, and perceptions of research subject. Therefore, the

instrument of collecting data of this study used observation and interview.

Setting and subjects of the study

The subject of this study was 11 private and public elementary schools in Jombang, East Java. There are seven schools which are located in the center of the town and five schools are located in the suburb. They are SDN Jombang 2, SDN Jombang 3, MIN Kauman 1, SDN Kwaron 2, SDN Cukir 1, SDK Petra, SDK Wijana, SD Plus Darul Ulum, SDIT Al Ummah, SD Sabilillah, MI Perguruan Mualimat Cukir.

IV. FINDINGS AND DISCUSSIONS

Teachers' Education Background

Based on the interview that was conducted in eleven elementary schools it was found that 3 out of 11 English teachers in elementary schools did not graduate from English language department. They are from International Relation (HI), teacher education at Islamic elementary school (PGMI), and teacher education at elementary school (PGSD).

Most them had been teaching English before for 1 to 10 years. Some of them also had experienced in teaching English at the courses. Only one person still new in teaching English. This teacher is teaching in private elementary school for about 6 months.

Most of them had taken private English courses. But they took courses for general English. They never followed training or workshop about teaching English for young learner. Additionally, English teachers believe and agree that they should be given a training or workshop about English for young learner.

The English teachers' quality in elementary school showed that they had good education background. Most of them graduated from bachelor degree of English language education. While, there were only 3 teachers who did not have English education degree.

Teachers' Competence in Teaching English

Observation data showed that the teacher usually opened the lesson with

greeting in English. But they never used warm up. Only one teacher used warm up in opening the class. The teacher also used the target language. Warm up is used to get students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the lesson for example song, mimes, jokes, dance, and play. (Brown, 2007: 185).

When the researcher asked about the technique in teaching English. Mostly the teacher used teaching technique such as song, role play, games, real teaching, have fun, lecturing, question-answer, repetition, drill and TPR. It seems like some teachers did not understand what kind of teaching technique is.

On the contrary, based on the observation in the field, it showed that the teacher usually used lecturer, repetition, drilling and question-answer technique. They never used TPR (Total Physical Response) technique or used body language to explain the meaning of the words.

Additionally, based on the interviewed from the students' answer, the teachers rarely used such song, games and media. The teachers often used the textbook and followed the material on it. No matter whether the material used abstract vocabulary or concrete vocabulary. They blindly used the book from the publisher. They did not follow the guide or the curriculum.

Moreover, the teachers did not know what concrete or abstract vocabulary is. When they were asked about the vocabulary that they taught to the learner, they asked what the meaning of abstract and concrete vocabulary is and some of them gave ambiguous answer.

While other schools, there were 4 private schools made their own syllabus and the book and distributed it to be used in their school community. The material was based on their own decision. the objective of the syllabus was to improve the vocabulary so they emphasize on vocabulary.

In the process of teaching and learning at the classroom the teachers said that they could control the class. But based on the observation showed that those who could control the class, it consisted of small students. While those who have big number of students

in one class could not control the class. The students were noisy.

When the observation was done in the class the teachers taught about grammatical sentences, translation and the writing sentences that made the students confused. Additionally, fewer schools taught about the vocabulary.

Teachers' ability to teach was quite good they used many variation of teaching technique but this condition only happened based on the material. They mostly followed the material in the book. Therefore, the used of technique mostly the same like lecturing, question-answer.

The pedagogic competence of the English teacher in elementary school was not really good. They just knew few types of teaching technique. They still need to learn more about the types of teaching technique

Media & the Learning Sources

The teachers also used media such as LCD, picture, flash card, and laptop. When the teacher was asked about the media that they used in teaching English, they said it depended on the material. If it needed additional media, they would use it. On the contrary, if the material did not need media, they only used textbook.

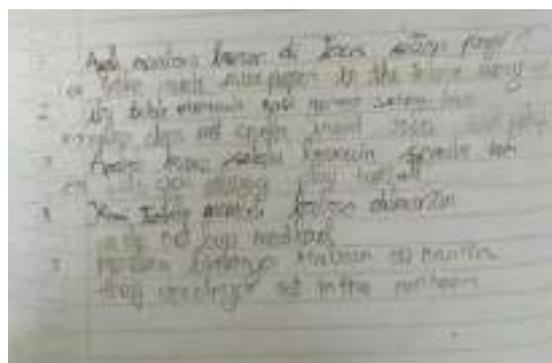
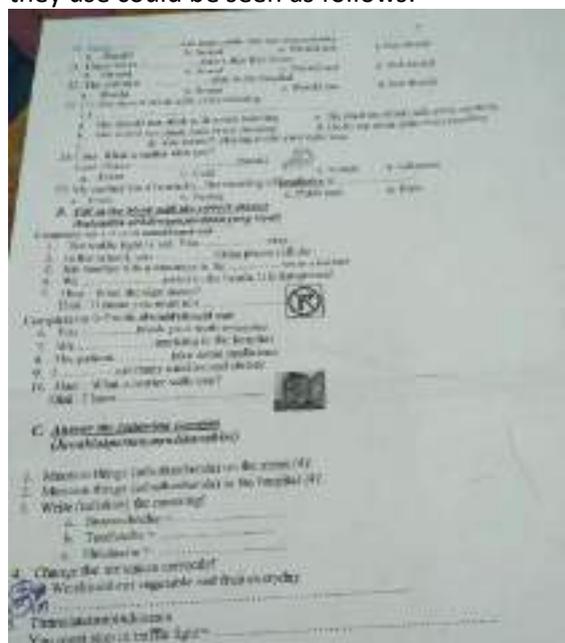
Based on the finding, 4 out of 11 schools used their own book. They made the syllabus and wrote the book. While others used book from the publisher such as Erlangga, fokus, English for children. The book from the publisher are black and white or without colour and had low quality paper. Whereas, only two schools used colourful book and had high quality paper.

It was not stated on what standard or criteria to choose English book. Whether they used good book or low quality book, both showed that the material on that book had many grammatical sentences.

From the data above, it showed that the teachers were able and could use many variation of media for teaching English even though they rarely used it.

Evaluation & Assessment

Teachers' competence in making assessment and evaluation showed that they already known how to make the test generally, except 1 teacher who graduated from non-education faculty. Related to the types of assessment, they only used multiple choice, essay and oral test. Unfortunately, they did not know that there were many variation of test that could be used. The sample of test that they use could be seen as follows:



From the sample above, it can be seen that the teacher gave translation and grammar rules. It happens in elementary school. Those kinds of test should not be given to the elementary students.

V. CONCLUSION

The English teachers' education background in elementary school in Jombang is good but they need to learn more about types

of teaching technique and how to make good assessment for young learner. They also used many variations of media even though very rare.

This reality showed that the teachers used and followed the material from the book publisher. They are misguided and do not know whether the material is appropriate for the elementary school or not. This condition is the same with Chodijah (2012) statement that the teaching of English at the elementary school was not done correctly, they only followed the book from the publisher.

Based on this research result, the government hopefully aware to give training for English teachers at elementary school. Since English has been taught in elementary school, there is no attention from the government to give training or additional knowledge about how to teach young learner ideally. Moreover, most society still think that English should be taught in elementary school. They need to learn English for their better future. Therefore, the government has to make the syllabus or guide about teaching English in elementary school.

REFERENCES

- Afifah, R. 2012. *Bahasa Inggris Bisa Masuk Muatan Lokal atau Ekskul*, (online). <https://edukasi.kompas.com/read/2012/10/25/17475384/bahasa.inggris.bisa.masuk.muatan.lokal.atau.ekskul>), accessed on August, 11th 2018.
- Asriyanti, et.al. 2013. The Competence of Primary School English Teachers in Indonesia. *Journal of Education and Practice*, (online), 4 (11): 139-146, (www.iiste.org), accessed on August 16th 2018.
- Brown, H. D. 2007. *Teaching By Principle: An Interactive Approach To Language Pedagogy*. Third Edition. New York: Pearson Education
- Chodijah, I. (2012, October 30). Pelajaran Bahasa Inggris di SD Perlu Perbaikan. *Kompas*. Retrieved from <https://sains.kompas.com/read/2012/10/30/09472194/pelajaran.bahasa.inggris.di.sd.perlu.perbaikan>.
- Dahlan, A. 2017. *Kompetensi Profesional Guru*. (online), (<https://www.eurekapedidikan.com/2017/06/kompetensi-profesional-guru.html>), accessed on July 1st, 2019.
- Enever, J, & Moon, J . 2010. *A global revolution ? teaching English at primary school*, (online), (<http://www.teachingenglish.org.uk/sites/teacheng/files/MoonEnever%20BC%20paper.pdf>), accessed on august, 14th 2018.
- Latief, M.A. 2013. *Research Method on Language Learning an Introduction*. Malang: Universitas Negeri Malang Press.
- Peraturan Menteri Pendidikan dan Kebudayaan RI No. 81A Tahun 2013 tentang Implementasi Kurikulum*. Pedoman Pengembangan Muatan Lokal. (Online), (<http://www.slideshare.net/wellyindrianykurniyawan/salinan-permendikbud-nomor-81-a-tahun-2013-tentang-implementasi-kurikulum-garuda-28831731>), accessed on August, 11th 2018.
- Phillips, S. 1993. *Young Learners*. Oxford: Oxford University Press.
- Sudrajat, D. 2015. Studi Tentang Pelaksanaan Pengajaran Bahasa Inggris di SD Kota Tenggarong. *Jurnal Cendekia*, (online), 9 (1):13-24, (https://www.researchgate.net/publication/323910829_STUDI_TENTANG_PELAKSANAAN_PENGAJARAN_BAHASA_INGGRIS_DI_SD_KOTA_TENGGARONG), accessed on June 20th 2019.
- Suyanto, K.K.E. 2004. *Pengajaran Bahasa Inggris di Sekolah Dasar*:

Kebijakan, Implementasi, dan Kenyataan. Malang: Universitas Negeri Malang.

Shinde, M.B.& Karekatti, T.K.2012.Pre-Service Teachers' Beliefs about Teaching English to Primary School Children. *International Journal of Instruction*, (online), 5(1):69-86, (www.e-iji.net), accessed on August 16th 2018.

Undang-Undang Republik Indonesia Nomor 14 tahun 2005 Tentang Guru dan Dosen.(online),(http://hukum.unsrat.ac.id/uu/uu_guru_dosen.htm), accessed on July, 1st 2019.