

## PSYCHOLOGISTS' THEORIES EFFECTIVENESS IN TEACHING ENGLISH FOR YOUNG LEARNERS AT SDN KEBUN BUNGA 6 BANJARMASIN

Inna Muthmainnah<sup>1\*</sup>, Nor Izzatil Hasanah<sup>2</sup>, Hidayah Nor<sup>3</sup>

<sup>1</sup>Postgraduate Study of UIN Antasari Banjarmasin, <sup>2</sup>Islamic Early Childhood Education Study Program of UIN Antasari Banjarmasin, <sup>3</sup>English Education Study Program of UIN Antasari Banjarmasin

Email: [imuthmain@yahoo.co.uk](mailto:imuthmain@yahoo.co.uk)

Website : <https://jurnal.uin-antasari.ac.id/index.php/jtik/index>

Received: Juni 2019; Accepted: Juli 2019; Published: Juli 2019

### ABSTRACT

To address three theories in teaching English for Young Learners (Piaget, Vygotsky, and Brunner), the researchers believe that an effective teaching technique should pay attention not only to the needs of the young learners but also to their interests. This research reported our pre-experimental study on the effectiveness of using Piaget, Vygotsky, and Brunner theories in teaching EYL at SDN Kebun Bunga 6 Banjarmasin. There were 26 students of the fourth grade participated in this research. The data collected by conducting three times treatment in one class of the fourth grade and written tests (pre-test and post-test). Findings revealed that the students got better score after the implementation of those three theories (Piaget, Vygotsky, and Brunner) in the classroom; they were very enthusiastic learned English in the classroom by interacting with the teachers and the peers. Their responses toward this activity were also positive. This research is expected to be beneficial for teachers who are interested in applying those three theories in English classroom, especially for young learners' classroom.

**Key Words:** the effectiveness; psychologists' theories; Piaget; Vygotsky; Brunner; young learners.

### INTRODUCTION

Teaching English for young learners is a challenge considering that every student has unique characteristics and since the teacher is teaching in the critical level, the teacher must keep improving herself to be able to provide good and correct language input to be used as the starting point of learning English by the young learners teacher is dealing with. The teacher should be able to make the students interested in learning English and make English subject as fun as possible, so that later the students can use English for their daily communication.

This challenge should actually make the teacher enthusiastic in doing job and to be successful, teacher has to be

patient because he/she is dealing with those who cannot yet speak English, creative in matching the teaching and learning styles, positive thinking because the students will adapt teacher's attitude toward learning ESL and EFL, relax because they are just children, and innovative because teacher is dealing with curious young people who are very eager to learn something new and should not damage the motivation because it can affect their future performance.

The history of teaching English to young learners was started by the Decree of Indonesian Educational and Cultural Ministry No. 0487/4/1992 about the involvement of local content (*Muatan Lokal*) in the curriculum of elementary

school and the Decree No.060/U/1993 about introducing English to fourth grade students as the local course. Hence, there were many schools which started to teach English. Although at that time, the teaching and learning English to young learners get positive and negative or pro and contra responses, but still English began to be taught in Elementary schools.

Teaching English as foreign language is need specific and special attention, in this case we teach it to young learners which very different to adults. Besides, their characteristics that have been discussed above, Linse (2005: vii) said that young learners still in the development stage, which mean when teachers design English teaching activities, they must consider the children's, language, physically, emotional and cognitive development. Teachers should remember that they are foreign language learners, so teachers should not expect the students have abilities as good as native speakers. Thus, Scoot advices some considerations in teaching English for young learners, (1) words is not enough, most activities for young learners should include movement, involve the sense, support demonstration and picture to work with, and to make full use of the school and surroundings to help them in learning; (2) play with the language, let the students talk to themselves and do experiments with words and sounds. It them sing a song, tell stories, give friends instructions and others; (3) language as language, most 8 to 10 year olds students already aware of language as something separate from the events taking place takes time. The spoken word is often accompanied by other clues to meaning – facial expression, movement, etc. When students start to read, the language becomes something permanent and there are fewer other clues to meaning; (4) variety in the classroom, since concentration and attention spans are short, variety is a must, variety of activity, variety of pace, and variety of

organization, variety of voice; (5) routines, children benefit from knowing the rules and being familiar with the situation. Have system, have routine, organize and plan the lesson. For examples when teachers begin the lesson you teachers say “good morning” and when teachers end the meeting say “see you tomorrow, have a nice day”. When it becomes routines, students are going to be familiar with that; (6) cooperation not competition, avoid organised compeetiton. Although it can be great fun, there is almost always a winner and a loser, or winning team or losing team. Language learning is situation where everyone can win. Children compete naturally with each other to see who is finish first, second etc, and this is something different; (7) grammar, children have amazing ability to absorb language through play and other activities which they enjoy. How they got language is not depend on their ability in the grammar rules. Teacher should note the structure, functions and grammar items which you want them to learn, but they must integrated to all skills not taught as a grammar discussion.; (8) assessment, it is always useful for teacher to make regular notes about each child's progress. Teacher may tell parents how their children are doing and also talk to the children regularly about their work and encouraging self-assessment.

Shin also advices some ideas in teaching young learners, here they are (1) supplement activities with visuals, realia, and movement, young learners tend to have short attention spans and a lot of physical energy. They also link to their surroundings and more interested in the physical and the tangible. One way to capture their attention and keep them engaged in activities is to supplement the activities with lots of brightly colored visuals, toys, puppets, or objects to match the ones used in the stories that teacher tells or songs to sing; (2) involve students in making visuals and reality, one way to make the learning more fun is to involve

students in the creation of the visuals or realia. Creating the visuals that are related to the lesson helps engage students in the learning process by introducing them to the context as well as to relevant vocabulary items; (3) move from activity to activity, like explained before, young learners have short attention spans. So, it is a good idea to move quickly from activity to activity. Do not spend more than 10 or 15 minutes on any one activity because children tend to become bored easily; (4) teach in themes, when you plan a variety of activities, it is important to have them connect to each other in order to support the language learning process. Moving from one activity to others that are related in content and language helps to recycle the language and reinforce students' understanding and use of it; (5) use stories and contexts that are familiar to students, because young learners are just beginning to learn content and stories in their native language in school and are still developing cognitively, they may have limited knowledge and experience in the world. This means that the contexts that you use when teaching English, which may be a completely new and foreign language, should be contexts that are familiar to them; (6) bring in helpers from the community, if possible bring in helpers—parents, student teachers from the local university, or older students studying English—to tell a story or help with some fun activities. Collaborate with others who are studying English, studying to be English teachers, or who speak English well in order to expand the English learning community; (7) collaborate with other teachers in your school, as mentioned in #4 (*Teach in themes*), it is useful to find out what students are learning in their other classes, in their native language. Collaborate with other teachers in your school to make the learning experience richer for your students.

To impress our students in English, Ekonomi (2007: 36-37) gave the

following suggestions about some do and don't in English for young learners' classroom, (1) begin with memorizing the students' names; (2) decide the rules of the game in the classroom right from the beginning; (3) use the students' native language to give direction, if it is too complex; (4) encourage students to speak as much as possible in English; (5) change your classroom activities to maintain their interest; (6) organize the students in varieties of ways: individually, in pairs, or in groups so that; (7) no students will always be with their close friends; (8) go round the class to help them, check their language and monitor their progress; (9) don't be afraid to let the students walk here and there in the classroom; (10) choose the materials and learning activities carefully; (11) make your class enjoyable to develop positive attitude to learn a language; (12) ask them to join in singing, playing with other interesting and enjoyable activities; (13) do repetition drills as much as possible; (14) use media, especially pictures, real things or dolls/puppet; (15) you must be creative and be able to make plan and preparation which can be, and (16) implemented fluently with a lot of varieties.

According to Suyanto (2007:15) young learners are children in age of 6 until 12 years old. Another opinion is pointed by Linse (2005: 2), according to her, young learners are children between the ages of 5 until 12. Different to Suyanto and Linse, According to Scott young learners are pupils between 5 until 11 years old (1990: 1). From the opinions above, the experts have different opinions about the age but it can be concluded that it mostly refers to students of elementary school.

Then, the category of young learners based on their age can be divided into two groups, younger group (6 until 8 years) and older group (9 until 12 years) (Suyanto, 2007:15). They are classified into two groups. The first group is lower class which means the learners who sit in

the first, second, and third grade of elementary school. While another group namely upper class which refers to students of elementary school in the fourth, fifth, and sixth grade.

The researchers divided young learners characteristics based on psychological development and their characteristics in learning. The young learners characteristics based on psychological development are (1) children are unique, every children is different and have their own characteristics which come from genetic factor and also environmental factor; (2) children express themselves spontaneously, they can't hide something. They will happy if they feel happy, cry when they feel sad and angry if they feel angry; (3) children are active and energetic they never feel tired doing any activities since they are awake; (4) children show egocentric attitude, it is usually showed when they think and do conversed themselves and if they do something, they really want to get profit, confession or attention of their teacher; (5) they generally curious about the world around them. It shows when they display an enthusiasm for learning and asking anything they see; (6) children are explorative, with their big enthusiasm for learning and also active, they will always want to explore anything they see, listen and touch; (7) children are imaginative, they love to imagine and develop something more than the real. For example, they make box as cars and they will play around as if they ride the car; (8) children are easy to get frustration, they are easy to cry, and angry if they feel bothered by other people; (9) they have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interested after ten minutes or so; (10) they have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interested after ten minutes or so. Explained that the length of activity for 5-

7 years old students is 5-10 minutes and for 8-10 years old students is 10-15 minutes (Diptoadi et.al.; 2), and (10) children progressively show enthusiasm in friend, along with growth of their physical and cognitive, children even also start to show feeling to have friend and cooperate whit their friends.

Now, here are young learners characteristics based on psychological development, (1) children learn by doing, when they learn something, it will be more remember if they do with movements which have meaning of supporting things they learn; (2) they get difficult to differentiate the concrete and abstract concepts. Their cognitive structure is still limited hence children cannot differentiate between real and does not real. Therefore when introducing new vocabulary, teacher should begin with the concrete; (3) they can get the best result of learning if motivated well and actively in learning process; (4) they respond to meaning even if they do not understand individual words; (5) they often learn indirectly rather than directly, learn from everything around them rather than only focusing on the precise topic they are being taught, and (6) their understanding comes not just from explanation, but also from what they see and hear and interact with.

Based on the explanation and advices above, it can concluded that teaching foreign language to young learners is very challenging and it is not an easy task because many things should be considered. Teachers' knowledge about young learners' characteristics, teacher's capability to design creative learning and teaching English activities and materials that motivate the students to use the foreign language and has good classroom management is prerequisites to become a good teacher at this level.

At the beginning, many people doubt of teaching foreign language to young learners. English should be taught since early childhood period because of

the claim of the globalization as well as it becomes international language. The learning of English for early childhood education is done in stages and taught in its basis not in depth. (Faqihatuddiniyah & Rasyid, H., 2017). Those doubts are finally can be explained by some theories. Here are three popular psychologists' theories on young learners' psychological development. They are Piaget, Vygotsky, and Bruner.

According to Piaget (in Cameron, 2001: 2) child is as active learner. Child is seen as continually interesting with the world around her/him, solving problems that are presented by the environment. It is through taking action to solve the problems that learning occurs. Then, Piaget in Yansyah (2012:15) theorized that learners' psychological grow and develop in a sequence of four stages. He stated each of the stage is age-related and consists of distinctive ways of thinking. Piaget's stages are called as follows (1) the sensor motor stage which last from birth to about two years of age. In this stage, infants construct an understanding of the word by coordinating their sensory experiences (such as hearing and seeing) with their motor reaction (reaching and touching); (2) the pre-operational stage which last from two to seven years of age. It is symbolic than sensor motor thought but does not involve operational thought. The child here begins to represent the world with words and images. These words and images reflect increased symbolic thinking and go beyond the connection of sensory information and psychical action; (3) the concrete operational stage, lasting from about seven to about eleven years of age. The child reason logically about concrete events and classify objects into different sets, and (4) the formal operational stage which emerges at about eleven to fifteen years of age. The adolescent reason in more abstract, idealistic, and logical ways.

In developing language, Piaget's theory can be implicated in teaching and

learning process. As he pointed that child is an active learner and learn from their environment, thus, teacher can set the classroom as the learners' activities and creativities need and consider the appropriate teaching material based on their development stage. By the classroom setting and appropriate teaching material, teacher can give the students opportunity to learn indirectly.

Different to Piaget, Vygotsky believed that language and people around children have important role to the children stage development. This theory is labeled as socio cultural theory. He believed children are active learners but they also can learn faster when they interact with adults. By the help of adults, children can do and understand more than when they do it themselves.

To illustrate this idea, return to the example of the baby learning to feed herself with a spoon to eat. The baby may be able to get the spoon in the food and can put a spoon full of food in her mouth, but he/she cannot quite manage the middle step of filling the spoon with food. A helpful adult may assist the baby with the difficult part by putting his hand over the baby's and guiding it in filling the spoon. In this way, adult and child together achieve what the baby was unable to do by herself. This concept, then, called Zone of Proximal Development (ZPD) (Cameron, 2001: 6).

The implication of this theory is adults (can be parents, teachers or child's friend) should mediate what next it is the child can learn. In the classroom teacher can use meaningful language in order to make students be able to internalize and transform the new language to become part of their language skill or knowledge. Besides, teacher also must be creative to create activities that enable the students to practice the language with her/his friends.

For Bruner, language is the most important tool for cognitive growth and he has investigated how adults use language to mediate the world for children and help

them for solve problems. Bruner concept is mostly known as scaffolding and routines. Scaffolding is talk that supports a child in carrying out an activity (Cameron, 2001: 8). The talk is used by the teacher in the classroom during the teacher begin the lesson until she or he close the lesson. The talk is using the target language that they lean at that time.

Another concept is routine which means habit which make it possible for the scaffolding activities to happen (Cameron, 2001: 9). Bruner's most useful example of routine is parents reading stories to their children from babyhood onwards. According to Ekonomi (2007:42) both concept, scaffolding and routine refer to the teacher activity, physically and verbally, which is done continuously and routinely, so as to make students get used to the teachers' expression and activities during the teaching and learning process.

Based on the explanation above, both concepts can be implementing in teaching English as foreign language in the classroom. Teacher as a model that interacts with students in the classroom can do scaffolding both physically and verbally continously in target language. Thus, students can be accustomed to the teachers' talk used during the teaching and learning process. If the students already common with that, they will feel comfort, confident and ready to receive the target language. The routines given by the teacher enable students to be close to English as the target language.

From the three theories above, it can be concluded that young learners are active learners and they learn from things around them. Their process of learning may be faster when they interact with others. Besides, teacher also can do Scaffolding and routines in developing young learners' language. They become comfort and confidence as well as ready to learn new things when they have got used. If these three theories are integrated into the class room, the teaching and

learning activities for young learners will be perfect because they support each other. The teachers can set the class based on the language teaching need, design activities that involve teacher-students and students-students activities, and also the use of target language and routines during teaching and learning process.

To address these three theories in teaching English for young learners, the researchers believe an effective teaching technique that pays attention not only to the needs of the young learners but also to their interests is an important breakthrough. The researchers, then, consider to know the effectiveness of using the Piaget, Vygotsky, and Brunner Theories in teaching English for young learners and have conducted a research at the fourth grade students of SDN Kebun Bunga 6 Banjarmasin.

The result of the study is hoped to be beneficial for English teachers, students, and other researchers. To teachers of English for young learners, it can be an alternative teaching technique that will help teaching and learning process, and as guideline to held practice due to the materials given in the class. To the young learners as the students, the use of those three theories can be beneficial as the learning sources in the classroom. It is expected that students can learn more from the activity or tasks in the teaching and learning activities. For the other researchers, this study is expected to be helpful in inspiring them to do experimental research for other skills or other courses for young learners. It is also can be used as reference or information to conduct further study to develop teaching techniques for young learners in studying English.

Based on the background of study above, the main research question in this research is "*Do the students who practice their English through the use of the Piaget, Vygotsky, and Brunner theories have better English ability than those who do not?*" Related to the research problem,

the objective of this study is to investigate the effectiveness of using the Piaget, Vygotsky, and Brunner Theories in teaching English for young learners. To avoid misinterpretation and confusion, the researchers need to clarify of several key terms and it is really need to be established. The terms needing clarification are the following:

1. Young Learners (YLS) refer to children from the ages of four to twelve. Increasingly, children as young as three are being formally introduced to English as a foreign language in the classroom. In this research, young learners are defined as the fourth grade students at elementary school Kebun Bunga 6 Banjarmasin.
2. Teaching English for Young Learners is guiding and facilitating young learners for their activities in learning, knowing, understanding, and comprehending ideas, attitudes values, skills, and information of English using tricks and strategies which will be used in changing and redefining their thought forward their daily surrounding situation as a foreign languages learners. In this research, the researchers taught English by using the three theories (Piaget, Vygotsky, and Brunner) in three meetings.

## METHOD

### Research Design

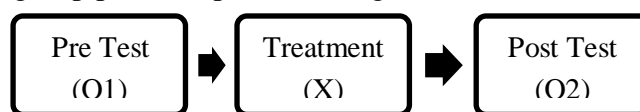
Pre-experimental design is the research that is not true experiment yet because there are still external variables that come into effect on the formation of the dependent variable. This design is useful for obtaining preliminary information to the questions existing in the research. While one group - pretest posttest design is study model of pre experimental carried out on one group without comparison groups.

The approach in this research is the quantitative approach supported by qualitative approaches. The data are analyzed by using quantitative approach

to find out the effectiveness of using the theories of Piaget, Vygotsky, and Brunner in teaching English to young learners, and qualitative approach is used to explain the results of the treatment of the use of the theories of Piaget, Vygotsky, and Brunner in teaching English to young learners.

While the method used is descriptive method. The descriptive Method is a method in researching the status of groups of human beings, an object, a set of conditions, a system of thought or a current events class. The purpose of this descriptive study was to make the description, picture or painting in a systematic, factual and accurate on the facts, natures and correlation between phenomena investigated. It means the data in this research are in the form of word and sentence as a result from the students ' score in the test. Because of the issues availability of students in experimental design, writer chose pre – experimental design with one group pretest-posttest.

One group pretest-posttest design is an experiment carried out in one group of experiments without a control group. This model is more perfect when compared with models one shoot case study because it was using a pretest and posttest so that the magnitude of the effects of the experiments can be known with certainty. As for design patterns one group pretest – posttest design as follows.



**Picture 1. Design of Research**

Research Description:

Pre Test (O1) : Measurements before treatment.

Treatment(X) : Treatment by applying three theories.

Post Test (O2) :Measurements after given treatment.

Design patterns one group pretest – posttest on the table above was done before experiments and after the

experiments. Research done before experiments (O1) is called pretest, and observations after the experiment (O2) is called the post test, whereas the effect of the treatment or experiments conducted between (O1) and (O2) is (X).

The independent variable was the experimental treatment/manipulated variable which is treated, namely the implementation of the three theories (Piaget, Vygotsky, and Brunner) in teaching English for young learners. Then other variable was dependent variable, i.e. the observed/measured variable, which the students' scores in English test. It was expected that the result of computation shown whether the independent variable influenced the dependent variable.

The subjects of the study were the fourth grade students of SDN Kebun Bunga 6 Banjarmasin. It is located at Jl. A. Yani, KM. 4.5, Banjarmasin. This research was conducted at SDN Kebun Bunga 6 Banjarmasin. It is located at Jl. A. Yani, KM. 4.5, Banjarmasin. The primary data was collected by written test. The test was administered to the fourth grade students which their total number was 26 students.

A pre-test is administered to know the subjects' English ability prior to treatment of experimentation. Posttest is administered after the subjects undergo the teaching and learning process. The time allotment provides for the students is 70 minutes.

The data is processed in this research is the data that comes from score of early test (pre-test) and score of last test (post-test). After the data is retrieved, then conducted the data processing with the details as follows:

All of test result data is processed. Amount of each true question has given automatically by computer for *pre-test* and *post-test*. And it was calculated with:

$$\frac{20 \text{ (number of true questions that students get)} \times 100}{20 \text{ (all questions)}}$$

After that, scores will be categorized into five levels based on Anas Sudijono as follows (2011: 35):

80 – 100	: Very Good
66 - <80	: Good
56 - <66	: Fair
46- <56	: Low
0 - <46	: Very Low

After scores is categorized, to know mean of pre – test and post - test results, the writer used the calculating of mean score as follow (Murdan, 2012: 164):

Explanation:

M	=	Mean
$\sum x$	=	Total Scores
N	=	Total Students

### Data Analysis

Dealing with the data analysis, the primary data are gained from the result of the posttest. It is analyzed quantitatively to see the effect of treatment. The scores of the students are recorded and tabulated separately.

To answer the research questions whether the students who are taught by using the three theories (Piaget, Vygotsky, and Brunner) in teaching English for young learners have better English ability than those are taught without using the three theories (Piaget, Vygotsky, and Brunner) in teaching English for young learners, the researcher analyzed the data as called descriptive statistics first. In this study, it is conducted to see minimum score, maximum score, mean, and standard deviation.

After data is processed and calculated, then writer analyzed all the obtained data. Data analysis is the process of systematically searching pattern and arranging data in such a way, so that the data will be understandable (Bogdan & Biklen, 1998: 157).

To analyze the effectiveness of using the three theories (Piaget, Vygotsky, and Brunner) in teaching English for young learners, the researchers used gain score formula. Gain score is a good



method to analyze the results of a pretest and posttest, and indicates the effectiveness. Meltzer in his research journal said that (g) is found by using theme a pretest score and mean posttest score of all students in the class (2002: 1268). Gain score can be determined with the formula according to Meltzer (2002: 1260) as follows:

$$\text{Gain Score} : \quad \langle g \rangle = \frac{\text{xpost} - \text{xpre}}{\text{Gmax} - \text{xpre}}$$

Descriptions :

- $\langle g \rangle$  : gain score
- xpost : mean of posttest
- xpre : mean of pretest
- Gmax : maximum scores

After gain score obtained, then researcher interpreted the data to these categories. The level of the obtaining gain score is divided into three categories, namely:

- 1)  $\geq 0.7$  = high
- 2)  $0.3 - 0.7$  = fair
- 3)  $\leq 0.3$  = low

### Procedure of Research Implementation

The researchers described generally activities of research that have been conducted. The first step to do is the preparation for attaching the pictures to the wall of the classroom for setting the classroom situation became the real world situation. The researchers chose the topic of the lesson based on the syllabi of the fourth grade students of SDN Kebun Bunga 6 Banjarmasin and the topic was in my house and preposition.

The researchers have to find some pictures and some vocabulary related to parts of the house and attached the pictures and vocabulary on the wall before teaching and learning process has been begun, so the students have realized that they will learn the new materials by using the three theories (Piaget, Vygotsky, and Brunner) for the next three meetings.

Pre-test was held for about 70 minutes by taking test which consist of 15 multiple choices and 5 true false questions, so the total number of the test items are 20 questions.

After pre-test was carried out and any initial data obtained, then the next student be given treatment. This treatment is carried out for about three meetings; the first meeting was about the vocabulary, listening and speaking, the second meeting for reading and writing, and the third meeting was about preposition. As for the post-test was conducted after process of treatment are given.

Pre-test and post-test were using the same test and implemented in the classroom. For the treatment, the researchers taught English in the classroom by steps as follows:

### First Meeting

#### Greeting

#### Pre activity

Today we are going to learn English with us (the researchers); before we begin our lesson today, I want to ask you, are there any differences in this classroom? Have you seen? What are the differences?; that's right, everyone has house. What types of rooms in your house?; what are the things in your kitchen? in your bedroom? Etc; our lesson today is related to that topic, can you guess?

#### While Activity

The teacher introduces the students to vocabulary related to rooms and things in the house; students listen and repeat the vocabulary after the teacher give examples; students do Game "Make and Match" outside the classroom; the teacher introduces the expressions below: (1) Where can we find...../ It is in the.....(2) What are in the kitchen??? There are.....; students practice the expressions in group and after that they do it in pairs.

**Second Meeting**

**Greeting**

(1) Review the previous lesson; (2) read conversation in the students' book; (3) read reading text about house; (4) ask students for doing homework; (5) Ask students to write in the paper; and (6) play ball wars.

$$\begin{aligned}
 & G_{max} - x_{pre} \\
 & = 76.42 - 45.769 \\
 & = 30.651 \\
 & = \frac{30.651}{54.616} \\
 & = 0.561
 \end{aligned}$$

**FINDINGS AND DISCUSSION**

To find out the effectiveness of using three theories in teaching English to young learners (Piaget, Vygotsky, and Brunner), this research had two data, the data of students' English ability obtained from first tests (*pretest*) and students' English ability obtained from the last test (*posttest*).

**1. Pre-test Results**

The student was given pretest by answering 15 English questions. Pre-test is followed by 26 students. From the results of students' English score calculation at the time of pretest obtained the lowest score was 10 and the highest score was 85 and mean 45,769.

**2. Post-test Results**

Posttest research was held to 26 students from the same when done pretest. This research was carried out after students had been doing treatment by studying through three theories (Piaget, Vygotsky, and Brunner) for 3 weeks respectively. Posttest aimed to find out students' learning achievement after the given treatment by using three theories (Piaget, Vygotsky, and Brunner).

The number of tests as many as 15 and from the results of students' English score calculation at the time the lowest score obtained was 36, the highest score was 100 and mean was 76.42.

**3. Calculation Results of Using Gain Score**

To calculate the gain score uses formula as follows:

$$\text{Gain Score} = \frac{x_{post} - x_{pre}}{x_{max}}$$

**.Tabel 1. The Results of Calculation of Gain Score**

Class	Mean	Gain Score	Category
Pre-test	45.384	0.63	Fair
Post-test	76.423		

From the results obtained gain score 0.63, then it can be inferred that the effectiveness of Three Theories (Piaget, Vygotsky, and Brunner) to improve the student's English ability is in fair category.

This research aims to know the effectiveness of Three Theories in teaching English for young learners (Piaget, Vygotsky, and Brunner) in improving students' English ability. The researchers first did a pretest and got mean score 45,769 which of 26 students there were still got less satisfying scores. 4 student got score with very good category, 6 students got score with good category, 1 student got score with fair category, 2 students got score with low category, and 13 students got score with very low category (look at *table 4.1*). After a pretest, then students were given a treatment where they were taught by using Piaget, Vygotsky, and Brunner theories in the classroom. Then after given treatment, and then held back a posttest. From the results obtained posttest score and a good change with mean score 80,192, where now 16students got scores in the very good category, 6 students got score with good category, 2 students got score with fair category, and 1 student got score with very low category (look at *table 4.2*). Based on the results of a pretest and

posttest obtained, looked there is an improvement in the mean score after being given treatment about 34,423 (look at table 4.3 pretest and post test results).

To give accurate data on the students' score improvement and to know the effectiveness Three Theories in teaching English for young learners (Piaget, Vygotsky, and Brunner), then the results from pretest and posttest were calculated with gain score formula. And got scores 0.63 which is categorized as a fair category (look at Table 4.4.). It means that using Three Theories in teaching English for young learners (Piaget, Vygotsky, and Brunner) in improving students' English ability is fair effective.

## CONCLUSION

. The doubts of English learning in such early age are finally can be explained by three popular psychologists' theories on young learners' psychological development. They are Piaget, Vygotsky, and Bruner. According to that, the researcher finally found out the effectiveness of using the Piaget, Vygotsky, and Bruner Theories in teaching English for young learners is in fair effective to do with the results from pretest and posttest were calculated with gain score formula and got scores 0.63 which is categorized as a fair category.

The outcome of the study is hoped to be beneficial for English teachers, students, and other researchers. To teachers of English for young learners, it can be an alternative teaching technique that will help teaching and learning process, and as guideline to held practice due to the materials given in the class. For the other researchers, this study is expected to be helpful in inspiring them to do experimental research for other skills or other courses for young learners.

## REFERENCES

Cameron, Lyne (2001). *Teaching Languages to Young Learners*.

United Kingdom: Cambridge University Press.

Depertemen Pendidikan dan Kebudayaan. *SK Menteri Pendidikan dan Kebudayaan No.060/U/1993*. Tanggal 25 Februari 1993.

Diptoadi, Veronica Listyani dkk. ny. *Becoming a creative teacher: a Manual for teaching English to Indonesian Elementary Students*. Fakultas ilmu pengetahuan budaya, universitas Indonesia dan Lembaga bahasa Internasional.

Ekonomi, M.F Sri. (2007). *Bahasa Inggris Untuk Anak Usia Dini*. Jogjakarta: PT. LKIS Pelangi Aksara.

Faqihatuddiniyah & Rasyid, H. (2017) Persepsi Orang Tua dan Guru Mengenai Bahasa Inggris pada Anak Usia Dini di TK ABA KarangMalang Yogyakarta. *Jurnal Tarbiyah (Jurnal Ilmu Ilmiah Kependidikan)*. 6(2). 29-39. [10.18592/tarbiyah.v6i2.1594](https://doi.org/10.18592/tarbiyah.v6i2.1594)

Linse. Caroline T. (2005). *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill.

Scott, Wendy A. and Lisbeth H. Ytreberg. (1990). *Teaching English to Children*. London: Longman.

Shin, Joan Kang. (2006). *Ten Helpful Ideas For Teaching English to Young Learners*. English Teaching Forum. No. 2.

Suyanto, Kasihani K.E. (2007). *English for Young Learners*. Jakarta: Bumi Aksara.

Yansyah. (2011). *Developing English Speaking Material For The Fourth Grade Students At Madrasah Ibtidaiyah Siti Mariam Kelayan Dalam Banjarmasin*. Unpublished thesis. IAIN Antasari Banjarmasin.

