

CHAPTER IV

RESEARCH FINDING AND DISCUSSION OF RESEARCH

This chapter presents the result of research data that obtained from observation, interview, and documentation which are discussed based on the theory and concept of the previous chapter. This chapter present based on the research in the first chapter. It covers giving video assignment as a media in TEYL subject at the fifth semester students' of TBI IAIN Madura 2022-2023 Academic Year.

A. Finding of Research

In this section, the researcher is going to explain the result of data analysis where it was become a summarization from the result of the research that was discussed in the previous section. Therefore, in this section the researcher will focus on the explanation about the research focuses that was try to answer by using the data that was obtained from the interview and observation.

To get data regarding giving video assignment as a media in TEYL subject at the fifth semester students' of TBI IAIN Madura 2022-2023 Academic Year, researchers observe the teaching learning process in TEYL Subject at the fifth semester students' of TBI IAIN Madura 2022-2023 Academic Year. Researcher conducted this observation on October 19th-26th, where this observation was held twice, the first meeting was held on October 19th 2022 and the second meeting on October 26th 2022.

In giving of video assignment as a media in TEYL subject at the fifth semester students' of TBI IAIN Madura 2022-2023 Academic Year, there are three steps such as pre-teaching, while teaching and post teaching methods use video assignment as a media in TEYL subject.

1. Giving Video Assignment as a Media in TEYL Subject at the Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year.

a. First Meeting

In the first meeting the researcher was conducted on October 19th 2022 starting at 10.22 to 12.02. The students actively in the classroom during teaching learning process related with giving video assignment as a media in TEYL subject. Based on three steps, each step will be explained by the researcher as follows:

1) Pre-teaching

This is the first part of the teaching and learning process before the lecturer of TEYL subject start the class, it can be show by:

- a) The lecturer has prepared all learning media such as laptop and LCD projector.
- b) The lecturer says the opening greeting like "assalamu'alaikum" and "good morning".

2) Whilst-teaching:

- a) The lecturer introduced the material about "Practical Techniques in Teaching English to Young Learners" by showing the PPT.
- b) The lecturer gives instructions for making video assignments in groups.
- c) The lecturer said that the video was uploaded on YouTube and sent the link on E-learning.
- d) The lecturer provides opportunities for students regarding "Practical Techniques in Teaching Learning to Young Learners"

by providing clue pictures available in PPT related to teaching techniques for young learners.

3) Post-teaching

- a) The lecturer review about the materials.
- b) The lecturer just said thank you in closing the material.

b. Second Meeting

In the second meeting the researcher was conducted on October 26th 2022 starting at 10.22 to 12.02. The students actively in the classroom during teaching learning process related with giving video assignment as a media in TEYL subject. Based on three steps, each step will be explained by the researcher as follows:

1) Pre-teaching

This is the first part of the teaching and learning process before the lecturer of TEYL subject start the class, it can be show by:

- a) The lecturer has prepared all learning media such as laptop and LCD projector.
- b) The lecturer says the opening greeting like "assalamu'alaikum" and "good morning".
- c) The lecturer checklist the students' attendance.

2) Whilst-teaching:

- a) The lecturer introduced the material about "Song and Games" by showing the PPT.
- b) The lecturer give examples of song and games for young learners.

- c) The lecturer provides opportunities for students regarding "Song and Games" by providing clue pictures available in PPT related to song and games.
 - d) The lecturer help students who have difficulty understanding the song and game to young learners.
- 3) Post-teaching
- a) The lecturer review about the materials.
 - b) The lecturer reminded that video assignments were collected at the 15th meeting.
 - c) The lecturer close the meeting by saying hamdalah and salam.

Based on observation that the researcher was conducted, the researcher was found that the lecturer in TEYL class of TBI IAIN Madura is giving video assignment in her class, then she gave material on practical techniques in teaching learning to young learners and the next meeting where she also provides several methods for teaching young learners such as songs and games. As for the video assignment, the task is in the form of a group assignment where each group consists of 4-5 people, then the video is uploaded on YouTube or Google Drive and the link is collected on E-learning.

Based on interview that researcher was conducted, related with giving video assignment as a media in TEYL subject, Mrs. E.N.R as a lecturer of TEYL subject stated that students are expected to have prepared everything in advance because making this teaching practice video assignment is the same as when we teach in front of the class directly.

Then, there are a few things that need to be prepared before making a video, like preparing the material to be taught, what methods or media will be given, and also of course who will be taught. So that this preparation can make prospective teachers to improve good teaching skills. The targets to be taught are young learners, in which each child has different characteristics, and the methods to be taught must also suit them. As stated by the following interviewee, she said:

“I ask them to make a video, that’s covering the students’ when they are teaching young learners. So, I believe that before they make the video they make certain preparation such as like deciding what material and the method they are going to teach for the video and then who are students that they are going to teach, and then if it is possible maybe they will design certain media and also develop the material that suitable with the topic that they choose at that time. So, I believe those preparation will improve their skill because they must be asking questions, making a little message from any media like saying again the material that the lecturer give them”.¹

2. The Advantages of Giving Video Assignment as a Media in TEYL Subject at the Fifth Semester Students’ of TBI IAIN Madura 2022-2023 Academic Year.

In giving and using video assignment as a media in TEYL subject, of course it has some advantages.

a. Improving English Teaching Skills

Students’ can improve their ability to teach English to young learners, it means that the students have teaching experience when the students want to become a teacher in the future.

As said by Mrs. E.N.R:

¹ Eva Nikmatul Rabbianty, The Lecturer of TEYL Subject at the Fifth Semester Students of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (October, 19th 2022).

"I believe that they will take the video not at once, they will try to make the best video, so I believe that they have to prepare everything before take the video. By taking the video it will help them a lot because acting in a video, it is similar with as if they are teaching in front of classroom. It's not about I don't have time, but we have limited time to know each of students real skill in teaching. So by using the video I can watching them, it's saving the time because we have only sixteenth meeting and we need to use the sixteenth meeting for other materials. So making video I think is one way to force the students' to practice teaching".²

While A.M said:

"Making videos more precisely as a process to find out how we as educators can teach. Which in the video we are also required to give good lessons to young learners".³

F.N also said:

"We can have preparations in advance for later if we are going to teach and go directly to the institution".⁴

The same statement come from A.N.A, he said:

"We can teach directly to institutions to be able to practice teaching English to young learners".⁵

K.A.S also said:

"We can teach young learners, so at least we have experience in teaching".⁶

L.D also said:

"We can be more relaxed if one day we will teach or will become educators and also we can have experience in teaching after completing the teaching video practice".⁷

² Eva Nikmatul Rabbianty, The Lecturer of TEYL Subject at the Fifth Semester Students of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (October, 19th 2022).

³ Ach. Masduqi, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

⁴ Fitriyatin Nafsiah, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

⁵ Achmad Naufal Azimi, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

⁶ Krisma Agustya Suryani, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

⁷ Laily Deviyanti, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

The same statement come from M.K, he said:

“It can improve my English teaching skill”.⁸

S.D also said:

“We can add experience in teaching and also we can apply the teaching methods that have been studied in the TEYL subject so that it can improve our English teaching skill, especially to young learners”.⁹

b. Practice the Theory to the Real Situations

Using video assignment in TEYL subject can find out how students' skill in teaching English and what methods will be used to young learners.

Where honing these teaching skills will make students feel more confident during the teaching and learning process.

As said by A.F:

“We can find out what the students lack, what can be added from these students by creating good teaching methods for young learners”.¹⁰

While C.A.N said:

“In my opinion, making videos is one of the advantages in TEYL subject, because it can be evidence that we really teach young learners”.¹¹

A.H.I also said:

“To find out students' communication skills in speaking English or what kind of method will be delivered”.¹²

⁸ Moh. Kamil, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

⁹ Selma Damayanti, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

¹⁰ Amiqatin Fikriya, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

¹¹ Chintia Afrila Nurandini, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

¹² Abdul Haq Irwani, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

Same statement come from Moh. Raihan, he said:

“Indirectly we are taught what teaching methods we will use and how to convey them especially to young learners, so it is more about mental sharpening”.¹³

c. Understanding the Character of Each Children

Making video assignment can find out the character of each children.

It means that it will make it easier for us to teach young learners especially to match the characteristics, materials, and methods that will be given and suitable after knowing the character of each child.

As said by R.Y.P:

“Besides we can know the character of each young learners, we can find out the practice of teaching easily”.¹⁴

3. The Problems of Giving Video Assignment as a Media in TEYL Subject at the Fifth Semester Students’ of TBI IAIN Madura 2022-2023 Academic Year

In the process of making video assignments, there were several problems that students experienced, among others:

a. Difficulties in Managing Time with Young Learners

It is difficult to match schedules with young learners due to limited time so it is necessary to agree on a time in advance so that the process of making teaching practice videos is carried out well.

As said by A.F:

¹³ Moh. Raihan, The Fifth Semester Students’ of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

¹⁴ Reza Yuliana Pratiwi, The Fifth Semester Students’ of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

*“We match the schedule with the students, because we make the video go directly to the school so we automatically have to ask permission first from the headmaster”.*¹⁵

K.A.S also said:

*“The problem is that it is constrained by changes in weather which makes it difficult for our group to manage time and making appointments to teach young learners is rather difficult”.*¹⁶

b. Lack of Knowledge in Teaching by the Students

It means that sometimes not optimal in teaching in sense that the methods taught may not suit young learners, the lack of knowledge in English also makes students teach young learners using a mixed language (Indonesian-English).

As said by C.A.N:

*“The lack of learning strategies makes it difficult for me to match what strategies are really suitable for young learners”.*¹⁷

While A.M said:

*“Lack of preparation in using the method that will be used when teaching and also lack of preparation of time or duration in the video where we don't prepare as well as possible so the video is not optimal”.*¹⁸

L.D also give statement:

*“Lack of knowledge in reading, so it makes it difficult for me to match what methods are suitable for these young learners”.*¹⁹

¹⁵ Amiqatun Fikriya, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

¹⁶ Krisma Agustya Suryani, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

¹⁷ Chintia Afrila Nurandini, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

¹⁸ Ach. Masduqi, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

¹⁹ Laily Deviyanti, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

c. Lack of Speaking English from Young Learners

In this case, young learners are very lack to speak English. They do not know much English, so the teacher or students here uses a mixed language (Indonesian-English) during the teaching and learning process.

As said by F.N:

*“The lack of knowledge of young learners in English so that when teaching they use Indonesian more because we prioritize their understanding”.*²⁰

A.N.A also said:

*“When we teach we have to use Indonesian because when we explain in English, young learners don't really understand”.*²¹

L.D also give statement:

*“Lack of knowledge in reading, so it makes it difficult for me to match what methods are suitable for these young learners”.*²²

Same statement also come from S.D:

*“Hard to speak English, I mean it has to be mixed. Because actually when teaching young learners it is better to use Indonesian, if they use English they don't really understand”.*²³

d. Difficulties to Manage Young Learners

The students difficult to manage so they need extra patience so that the teaching and learning process is very optimal.

As said by A.H.I:

²⁰ Fitriyatin Nafsiah, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

²¹ Ach. Naufal Azimi, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

²² Laily Deviyanti, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

²³ Selma Damayanti, The Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

*“The problem is that when I explain the material, students (young learners) often talk to themselves and find it difficult to listen to the material”.*²⁴

While M.K said:

*“The problem is that we have to take videos many times because young learners are difficult to manage and even when taking the video one of the scenes has not been recorded”.*²⁵

R.Y.P also said:

*“It is difficult to manage young learners so you have to take the video many times and have to be extra patient in teaching”.*²⁶

Same statement also come from M.R:

*“The young learners themselves are rather difficult to manage, so you have to be extra attentive and patient in explaining the material to be delivered”.*²⁷

B. Discussion of Research

In this part, the researcher is going to explain about how the lecturer giving video assignment in TEYL subject, how the advantages of giving video assignment, and how the problems of giving video assignment as a media in TEYL subject dealing with the data that was discussed in the previous section using the theory which was discussed in chapter II.

1. Giving Video Assignment as a Media in TEYL Subject at the Fifth Semester Students’ of TBI IAIN Madura 2022-2023 Academic Year.

The lecturer in TEYL subject giving video assignment as a media, in which she ask students’ to make teaching video assignment to young learners

²⁴ Abdul Haq Irwani, The Fifth Semester Students’ of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

²⁵ Moh. Kamil, The Fifth Semester Students’ of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

²⁶ Reza Yuliana Pratiwi, The Fifth Semester Students’ of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

²⁷ Moh. Raihan, The Fifth Semester Students’ of TBI IAIN Madura 2022-2023 Academic Year, *Direct Interview* (December, 1st 2022).

as a form of teaching practice to know the ability to teach English and also in applying strategies and methods in teaching to young learners. This statement was relate with the statement from Phil Henken who stated that “video assignment” as “student projects that are fulfilled by creating informative video content.” Video assignment can be research-intensive, collaborative, and highly engaging class activities that demonstrate a range of skills, knowledge, and communication strategy²⁸. The two statements above are appropriate because the use of video assignments to students is very useful for increasing communication and knowledge, especially knowledge of English.

While, based on the observation that the researcher conducted, the researcher found that lecturers explained to students how to teach techniques to young learners such as repeating what the teacher talks about to students. As stated by Mrs. E.N.R, it is a process through which children learn how to behave by copying (modelling) the behavior of others. Modelling occurs when children copy these behaviors²⁹. While if the result of students’ video assignment if look from the type video, they record videos where all the objects are real, like the room and the students. As stated by Rob Hooks, live action videos is a recording of either still or moving objects. It’s about real people and real locations, rather than creating things digitally³⁰. This is appropriate because they make teaching practice videos, so automatically they will become figures as teachers and there will be students of course. So they will do videos

²⁸ Phil Henken, “*Video Assignment Tips for Instructors and Students*”, Kaltura, accessed from <https://corp.kaltura.com/blog/video-assignment/>, on August 28th 2022 at 09.52 am.

²⁹ Eva Nikmatul Rabbianty, *Teaching English to Young Learners* (Surabaya: Pena Salsabila, 2013), 17.

³⁰ Rob Hooks, “*The 9 Styles of Video (and when to use them)*,” 99 designs, accessed from <https://99designs.com/blog/video-animation/styles-of-video/>, on June 3rd 2022 at 09.41 am.

directly face to face with students which has been explained in Rob Hooks' theory above.

The researcher found that the lecturer ask students before teaching to young learners, it is recommended to have to prepare everything related to the teaching and learning process. As stated by Agitha Mulyadi, management and the situation in the classroom are part of the successful teaching process. Good management of the classroom and the favorable situation will lead to good teaching results. Classroom management therefore needs special attention, particularly in language classrooms in which students should communicate in the target language³¹. The two statements above are appropriate because of course before we teach, we must understand the situation in the class that we are going to teach so that the teaching and learning process runs smoothly. If class management is good, it will help students to more quickly understand the material that has been taught.

2. The Advantages of Giving Video Assignment as a Media in TEYL Subject at the Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year.

After the researcher conducted interviews with the lecturer and the fifth semester students, they stated that giving and using video assignment as a media in TEYL subject, of course it has some advantages. Some of these advantages include:

³¹ Agitha Mulyadi, "Teaching English to Young Learners", *Journal Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang*, (Agustus 2021): 157.

a. Improving English Teaching Skills

In this case, what makes students doing video assignments able to improve their ability to teach English in the advantages of making this video assignment is to apply teaching values such as how to speak to young learners, the learning methods used, and also what material will be delivered. Then, in addition to these teaching values, the thing that becomes a benchmark at points is when we are able to master the class, it will automatically make us confident and able to improve our teaching in class.

So Based on the interview that researcher was conducted, related with using video assignment as a media in TEYL subject, Mrs. E.N.R as a lecturer of TEYL subject stated that it will make them able to improve their ability to teach English, especially for young learners. Besides that, it can also help to increase their self-confidence when they will become teachers, where making teaching practice videos is also the same as teaching in front of the class, so the main advantage of making videos is for the students themselves. This statement was relate with the statement from Michael Dal who stated that the process of video making will enable students to activate their target language without excessive anxiety because they will have enough rehearsal and doing it outside the class, even they can develop critical thinking and organization of idea³².

Another interview that the researcher was found that the fifth semester students' in TEYL class of TBI IAIN Madura is using video

³² Michael Dal, Digital Video Production and Task Based Language Learning, *Journal The Learning and Technology Library*, (June 2010): 3, <https://www.learntechlib.org/p/41011>.

assignment. Where after they make the video, they have the advantages of using video assignment. Where the advantages in making video assignment can add experience when teaching or becoming educators later they can apply the methods that have taught by lecturers and can also improve their ability to teach English. As Phil Henken stated that using video assignment as project is very useful for improving our English skill. From making video assignment, we also know where our mistakes and shortcomings are in the process of learning process during video making so that we continue to fix what are the obstacles or shortcomings when teaching English to young learners in the video assignment.³³

b. Practice the Theory to the Real Situations

In this case, what makes the advantages of giving video assignment is to realize theory in real situations is as said by some fifth semester students who almost completely said that the point of giving video assignments is to be able to realize some of the theories that have been taught by the lecturer during the previous meeting. Which means that from the theories that have been taught, it will be practiced to teach young learners and set forth in the form of video assignments. The theory can be in the form of teaching techniques for young learners, materials for young learners, learning methods for young learners, and many other theories related to Teaching English to Young Learners. Where practice these

³³ Phil Henken, “*Video Assignment Tips for Instructors and Students*”, Kaltura, accessed from <https://corp.kaltura.com/blog/video-assignment/>, on August 28th 2022 at 09.52 am.

teaching skills will make students feel more confident during the teaching and learning process.

This statement was relate with the statement from Michael Dal who stated that the process of video making will enable students to activate their target language without excessive anxiety because they will have enough rehearsal and doing it outside the class, even they can develop critical thinking and organization of idea.³⁴ The two statements above show that there is a connection about teaching video practice because when we have put into practice our teaching skills from what the lecturer has taught in class, it will automatically make us feel more confident when we are going to teach later.

c. Understanding the Character of Each Child

In this situation, what makes the advantage of giving video assignments is being able to understand the character of each child. It means that when we are going to teach, we must automatically understand the character of each child, because what is an important point in teaching young learners here is that we are able to understand the characters that may be different for each child, so that when we understand the child's character later, then it will make it easier for us to teach. For example, suppose we are going to teach using technique A and then some students don't understand the technique, so automatically we have to change teaching techniques that all students can understand, and that will make it

³⁴ Michael Dal, Digital Video Production and Task Based Language Learning, *Journal The Learning and Technology Library*, (June 2010): 3, <https://www.learntechlib.org/p/41011>.

easier for us to teach, especially to young learners. This happens because understanding the character of each child allows us to match what material we will teach, what methods we will use, and what teaching techniques we will apply.

This statement was relate with the statement from Mrs. E.N.R who stated that there are two level of characteristics of young learners those are the characteristics of 5 to 7 years old young learner where at this age the child can plan activities and can argue for something and tell you why they think what they think. Another one is the characteristics of 8 to 11 years old young learner where at this age the child can tell the different between fact and fiction, they ask question all the time, and they are able to make some decision about their own learning. So that we can match the material or method to be used to suit the character.³⁵ From the two statements above it is very suitable because to know the character of each child, one of them is by knowing the age of the child which of each different child's age will definitely have different characters so we need to adapt to these children.

3. The Problems of Using Video Assignment as a Media in TEYL Subject at the Fifth Semester Students' of TBI IAIN Madura 2022-2023 Academic Year.

Based on the interview that researcher was conducted, related with the use of video assignment as a media in TEYL subject, some of students' have their own problems related with using video assignment such as the lack of

³⁵ Eva Nikmatul Rabbianty, *Teaching English to Young Learners* (Surabaya: Pena Salsabila, 2013), 3.

knowledge of English so you have to match what method to use for teaching, then the problem with students who always talk to themselves and it's rather difficult to listen to material, has a small time limit so it is not optimal in teaching, then there are some personal problems. This statement not related with the statement from Like an Egg Productions who stated that the very nature of making videos means problems are inevitable. Each video will have its own issues that arise of the course of the project. A good production company should be skilled in tackling most things that are thrown at them.³⁶ The two statements above are not appropriate because in theory Michael Dal discusses video production in films which leads to problems that occur during the filming process, while the results of the fifth semester students interview discussed problems during the making of video assignments, both personal problems that out of the context of the video assignment or problems related to the video assignment that occurred while making the video.

a. Difficulties in Managing Time with Young Learners

In this case, the problem in giving video assignment is the difficulty in managing time with young learners. Where are students difficult to arrange schedules with young learners because time is limited, so it is necessary to agree on a time in advance so that the process of making teaching practice videos can be carried out properly. The point is that between students and young learners it is difficult to make an appointment to make the video because in the video assignment the lecturer instructs

³⁶ Like An Egg Productions, “5 Problems When Making a Video”, Pentagon, Accessed from <https://www.likeanegg.com/blog-articles/5-problems-when-making-a-video/>, on December 15th 2022 at 09.00 am.

students to make videos of real teaching practice to young learners. So automatically we have to make an appropriate promise if both parties don't mind, and if the video is made at an institution, we should to ask permission first from the school principal.

b. Lack of Knowledge in Teaching by the Students

The lack of knowledge in teaching is one of the problems in the process of making this video assignment. Where some students experience confusion when teaching which is arguably less than optimal. This is because at the time before teaching they did not prepare how to be a teacher. They do not use the methods that should be given to young learners from what has been taught in the previous class. So they confused about what teaching methods to use, what materials are suitable for young learners, and what teaching techniques are suitable for young learners.

c. Lack of Speaking English from Young Learners

Lack of knowledge in English is also one of the problems in the process of making video assignments. This is because these young learners do not understand when students explain material using English, so students must use a mixed language (Indonesian-English) during the teaching and learning process. Meanwhile, when using this mixed language, young learners are even more fluent and understand the material that has been presented. But back again with the name of this course, which is TEYL (Teaching English to Young Learners) where in this course we have to teach English to young learners. Where these young learners must

be taught to use English little by little so that they are able to develop their English language skills from an early age.

d. Difficulties to Manage Young Learners

In this problem, students have difficulty managing young learners. As we know that children at a young age are difficult to manage, especially during the teaching and learning process. Therefore it takes extra patience in dealing with young learners. But it will be calmer if the material to be given is in the form of songs or games, maybe they will be more obedient and easier to manage. Because basically teaching English to young learners is fun if we know what techniques, methods and materials are suitable to be given to these young learners if they learn in a happy mood.