Teaching English to Young Learners through Pocket Bee Instructional Media

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Abstract

Aiming at finding the detailed scheme of teaching English to young learners through Pocket Bee instructional media, this scientific article strongly panders on scrutinizing Pocket Bee's basis concept, Pocket Bee's way of implementing, and young learners' responses toward Pocket Bee. This scientific article was used qualitative method with descriptive qualitative as the research design. The subjects of this scientific article were well-filtered through convenience sampling with its inclusive sampling on young learners' range of age. Twenty young learners of Lembaga Pendidikan as Salim (Ponpes/TPQ/RA/PAUD) were contributed to the entire process of teaching English to young learners through Pocket Bee instructional media. The researcher of this scientific article conclude the result of the researcher's exploration on teaching English to young learners through Pocket Bee instructional media into three main broad substantives. Firstly, Pocket Bee is a TEYL instructional media in a form of interactive and child familiar design (i.e. bee form) that is created by the researcher in a purpose of providing young learners an instructional media that is able to maximize the possibility of enhancing young learners' English proficiency (i.e. listening, speaking, reading, and writing). Secondly, the implementation of teaching English to young learners through Pocket Bee instructional media can be formed into five main steps on its main activity, namely (1) giving prior knowledge, (2) letting all students roll the dice, (3) picking picture card from the pocket bee, (4) testing students' understanding, and (5) instructing all students to draw and to write down the picture card. Thirdly, the students' response of the implementation of Pocket Bee TEYL instructional media comes in agreement that Pocket Bee instructional media is capable to provide young learners a fun and happiness during the learning process because the scale of positive respondents reach out 100% (i.e. 20 out of 20 young learners agree that they are happy during the learning process). Those responses were validated by legal representative of Lembaga Pendidikan As Salim (Ponpes/TPQ/RA/PAUD).

Keywords: TEYL, Instructional Media, Pocket Bee

INTRODUCTION

Concerning on the current status quo, teaching English for young learners is commonly classified as the part of curriculum in Indonesia. It is principally justified because English is also known as the tangible requirement to be fulfilled in education. Legitimately, Ministerial Decree No. 22/2006, dated May 23rd of 2006 sets its official policy. The official policy deliberately emphasizes that English subject can be given to

elementary students as a local content (i.e. *muatan lokal*). The decree brings a result in the existing English subject as the local content in elementary schools in which English subject is taught from the earliest grade for two credit hours every week in elementary school. During its progress of implementation, the decision to include local content curriculum is based on the 1994 curriculum of Elementary Schools issued by the government (Sutarsyah, 2004, in Cahyono, 2004:281). Moreover, the curriculum mentions that there are nine types of subjects that should be taught in primary schools, including local content (Depdikbud, 1994). The type of local content subjects is decided by local government and officers of the board of the Department of Education as the stakeholders. Local content is defined as the manifestation of local policy in the field of education in which it panders on local needs and situation. This local content is designed to equip students with some skills which are needed by a certain region or province. Local content is standardized that their material must be integrated with other subjects taught in Elementary Schools. Thus, every elementary school must be able to provide some subjects that are suitable with the condition and characteristics of the school's local region.

In contrast, the government has no authority in preparing teachers to teach these local content subjects. The curriculum mentions that the responsibility of the implementation of teaching local content subjects is given to the local schools solely. Furthermore, it classifies that the schools should make use of available teachers to deal with these local contents including English to begin with. Through the introduction of English as a local content in elementary schools, the demand of English teachers for these schools is likely to be increased. To respond to the increasing demand for primary school English teachers, it is important to prepare students who will be English teachers with knowledge and skills concerning the teaching of English for young learners (Sutarsyah, 2004).

In teaching English, especially for young learners, there are multidimensional preparations that are needed to be prepared and one of it is the instructional media as the tool to create a success in TEYL learning process. Utilizing an appropriate instructional media is a must due to its several benefits. One of the benefits is to enhance students' motivation in learning. Reiser & Dick (1996) points out that by using instructional media (e.g. showing pictures, instructing students to listen music), students are believed

that they will pay more attention to the teachers; moreover, it is also believed that their learning interest will be rapidly increased in mastering the learning material.

Unfortunately, the practice of TEYL, especially in creating effective instructional media by English teachers in Indonesia, is disharmony with how it is supposed to be. For instance is regarding the use of instructional media. Using instructional media has several benefits including creating meaningful learning which needed by young learners in learning. Therefore, it is assumed that English teachers are required to master appropriate instructional media in the instruction. In contrast, according to Mutohhar (2009), in real practices, English teachers utilize traditional instructional media to transfer material to the students only. They seldom utilize the appropriate instructional media which benefit for students' comprehension. Mutohhar (2009) adds that the reason of lack instructional media's utilization by the TEYL teacher is the difficulty for the teacher in getting good instructional media. Moreover, most of those high quality instructional media are not cost-friendly.

Outlining several points that become the major causes of TEYL teachers in utilizing a TEYL instructional media (i.e. the failure of utilizing and creating the proper instructional media, the cost-friendly issue, and sustainability of the TEYL instructional media), researcher of this scientific article hereby offer an option for all TEYL teachers an alternative to overcome those current issues. Pocket Bee TEYL instructional media is created by the researcher of this scientific article as the embodiment of an instructional media in which it is able to cater TEYL teachers and students a maximum chance in creating an outstanding learning process. Hence, this scientific article attempts to provide a detailed exploration on how to teach English to young learners through Pocket Bee Instructional Media. The researcher formulates the aims of this scientific article into three main layers, namely (1) to find out what Pocket Bee TEYL instructional media is; (2) to find out the implementation of Pocket Bee TEYL instructional media; and (3) to find out students' response of the implementation of Pocket Bee TEYL instructional media.

REVIEW OF LITERATURE

In every research, it is a legitimate necessity for every researcher to provide the review of the related literature. Related literature is functioned as the basis foundation

for every scientific article. Its significance can be used as the theoretical framework; thus. the credibility of the scientific article is secured. Moreover, in this scientific article, the researcher mainly focus on the fundamental concept that revolves around the scope of teaching English to young learners through Pocket Bee instructional media and it contains of (1) the framework of TEYL; (2) the framework of young learners; and (3) the framework of TEYL instructional media.

Firstly, concerning on the framework of TEYL, the researcher of this scientific article try to examine its term in depth. Graves (2000) examines the term teaching as the role of teacher's belief in catering students a proper learning process. It is also believed that teaching is the embodiment of a knowledge transmission, a management of learning, a provision of learning structures, and a collaborative process. Pandering to its basis concept, teaching English to young learners must be a proper embodiment of knowledge transmission that is able to adapt to young learners' characteristics in which it is all known that young learners have their cognitive development who believes that in each stages children have quality of thinking which is relatively consistent across different tasks. For elementary schools students, their cognitive developments lay on concrete operational stage. In this stage, children begin to think logically and use their experience to solve problem. Nevertheless, they are only able to solve problem which are applied to concrete examples and objects in real life (Piaget, 1952; Pinter, 2011). Dealing with its implementation, TEYL needs to fulfill and to secure three major areas within the aims of teaching languages to young learners. They are contained of psychological preparation, linguistic preparation and cultural preparation (Brewster, Ellis, & Girard, 2002). Moreover, it is also claimed that young learners understand that language is not an isolated set of structures, but language must be understood and must be placed in a context. It is also important to note that young learner has specific characteristic features that need to be respected, namely (1) learning to communicate in a foreign language, therefore, involves raising the child's awareness of the mother tongue and the foreign language; (2) developing a positive attitude to language learning and the foreign language itself as well; and (3) helping young learners discover and develop a positive attitude to the culture the given foreign language embodies.

Secondly, scrutinizing on the framework of young learners, young learners are known as those type of learners who are generally display an enthusiasm for learning

and a curiosity about the world around them. It is in line with what Harmer already stated on his book entitled The Practice of English Language Teaching in 2007. Additionally, Linse (2005) adds that young learner is the type of learner that learns from everything around them and their understanding comes through their senses. Young learner learns by examples and the most important role for a teacher is to be their living example. Furthermore, Brumfit (1984) adds that young learners tend to be keen and enthusiastic learners. This is mainly because of the fact that they do not have inhibitions about learning which older children and teenagers often bring to school. Moreover, according to Violetta-Irene (2013), young learners are strongly related to the world childhood and it is various to country to country. Pinter (2011) claims that young learners are divided into three group. The first is children who start pre-school at about the age of three, the second is the group of children who start primary school at around the age of 5-7 and the third is the group of children who finish primary school 11 or 12, although in some countries it happens at around the age of 13 or 14. Thus, it can be seen that Pinter (2011) calls children from the age of 13 onwards as early adolescents. Young learners also believed that they have certain characteristics. Characteristics refer to the signature that is owned by something living and non-living. It is also worked on young learners. In teaching English to young learners, teachers deal with young learners whose characteristics are different from adult learners. Haliwell (1992) views that there are six qualities of young learners that she considers really useful for language learning. They are (1) young learners are already very good at interpreting meaning without understanding the individual words; (2) young learners can use limited language in a creative way; (3) young learners learn indirectly rather than directly; (4) young learners tend to find and create fun in what they do; (5) young learners have a wonderful imagination; and (6) young learners have a great delight in talking. Those six qualities are under the vision of Haliwell in 1992 when it comes to her mind about the characteristics of young learners.

Thirdly, concerning on TEYL instructional media, the researcher of this scientific article relies on one agreement that TEYL instructional media refers to the tool in which TEYL teachers can use to maximize the possibility of achieving a successful learning process. Glover and Bruning (1987) believe that effective instruction can be achieved when students receive information which is made

meaningful, such as information that is related to students' daily life. In this case, Brown (2001) defines meaningful learning as a learning which integrates existing knowledge of the student with the new one. He believes that by meaningful learning, English lesson can be comprehended and applied by young learners for long-lasting period than un-meaningful learning. Besides knowing children characteristics and making a meaningful learning, using appropriate instructional media is one of the key principles in creating effective instruction (Reiser & Dick, 1996:23). Instructional media itself is defined by Scanlan as all materials that can be used by the teachers to conduct teaching learning activities and support students in reaching instructional objectives. Utilizing the appropriate instructional media is required due to its several benefits. Ruis, et al (2009) comprise four benefits, namely (1) solving lack of experiences problem for the students, (2) reaching everything out of the class, (3) creating direct interaction between the students and environment, and (4) integrating experience from the concrete to the abstract information. Moreover, The British Educational Communications and Technology Agency (Becta) in 2003 (as cited by Březinová, 2009) conducts a research on instructional media's role. It is stated that instructional media brings a sustainable positive effect, namely (1) encourage the use of teaching materials which is various and creative; (2) increase students' motivation in learning process; and (3) help the students to participate in class. In Indonesian context, research regarding the use of interactive media in teaching speaking to young learners was conducted by Hakim (2011). This research reveals that by using the media that the students will be more motivated to try in showing their ability in speaking and will give tangible contribution in front of the class.

METHOD

Respondents

The research subject of this scientific article was sampled in a convenience sampling framework. Convenience sampling refers to form of qualitative sampling in which the subjects of research are opportunistically available with regard of to access, location, time, and willingness; thus, this scientific article collected its sampling through all young learners of Lembaga Pendidikan As Salim (Ponpes/TPQ/RA/PAUD) that are available in location, time, and willingness. The convenience sampling that was used in

this scientific article was also accompanied by inclusion criteria as the sampling criteria, namely limitation on its age (i.e. young learners' range of age). Hence, there were 20 young learners of Lembaga Pendidikan As Salim (Ponpes/TPQ/RA/PAUD) that were selected as the research subject of this scientific article (Parahoo, 1997; Cresswell, 2007; Farooq, 2013).

Instruments

In order to absorb and to process the data, this scientific article was used a descriptive qualitative research with the utilization of observation, observation field notes, and checklist as the research instruments. Both of those instruments were attempted to use as the tool in finding how to teach English to young learners through Pocket Bee TEYL instructional media. Researcher was scrutinizing the whole concept of Pocket Bee and its way of implementing through literature review and direct observation. The researcher was implemented the entire process of Pocket Bee instructional media and the researcher was also noted it all through the observation field notes. Moreover, in order to absorb a well-qualified responses, the researcher were provided a checklist on finding students' responses toward the implementation of teaching English to young learners through pocket bee instructional media. All of those instruments that were used in data collection procedure were validated by the legal representative of Lembaga Pendidikan As Salim (Ponpes/TPQ/RA/PAUD).

Procedures

The treatment of teaching English to young learners through pocket bee instructional media was carried out for one meeting of forty minutes solely. All research subject were guided to pursue all detailed process of the implementation of Pocket Bee instructional media, namely (1) giving prior knowledge, (2) letting all students roll the dice, (3) picking picture card from the pocket bee, (4) testing students' understanding, and (5) instructing all students to draw and to write down the picture card.

Data analysis

Data analysis was done in accordance to the design of this study. The research method that was used by the researcher in this scientific article is descriptive qualitative research. Descriptive qualitative research refers to the theoretical type of researcher design based on the collection of design and presentation of the collected data. In descriptive research design, the qualitative nature data mostly collects knowledge,

attitude, beliefs, and opinion of the people; thus, the major concern of this scientific article is strongly related to the framework of descriptive qualitative study in which this scientific article is majorly focused on analyzing one's perception towards how to teach English to young learners through TEYL instructional media.

RESULTS AND DISCUSSION

      The tangible contribution of using the descriptive qualitative research method in this scientific article is mainly proposed to reveal the answer for each points of the research problems in an explanatory form in which it is included of (1) what is Pocket Bee TEYL instructional media?; (2) how is the implementation of Pocket Bee TEYL instructional media?; (3) how are students' response of the implementation of Pocket Bee TEYL instructional media. Furthermore, in order to provide detailed and completed result of the process of scrutinizing the research statements, the researcher answer all of the research statements deeply and critically by these following explanations.

Pocket Bee

      Pocket Bee is a TEYL instructional media that is created by the researcher in a purpose of providing young learners an instructional media that is able to cover the possibility of enhancing young learners' English proficiency (i.e. listening, speaking, reading, and writing). The idea of Pocket Bee instructional media is mainly inspired and is mainly accumulated from a YouTube video of Liza Andhani Hidayati and her team. Moreover, Pocket Bee TEYL instructional media has three hallmarks in which those three hallmarks embody the core of what Pocket Bee TEYL instructional media is going to contribute in providing young learners an instructional media that is able to cover the possibility of enhancing young learners' English proficiency (i.e. listening, speaking, reading, and writing). Those three hallmarks are contained of (1) the essential concept of Pocket Bee TEYL instructional media, (2) the material of Pocket Bee TEYL instructional media, and (3) the tangible benefits of Pocket Bee TEYL instructional media.

      Firstly, concerning on its essential concept, the decision of naming the researcher' TEYL instructional media as Pocket Bee is conceptually inspired by the philosophy of bee. Relying on the philosophy of the bee, using bee form as the embodiment of the Pocket Bee instructional media is truly valuable. Bee is commonly

seen as the embodiment of positivity. Bee produces a honey in which everyone knows how beneficial honey is. Bee also never harms the flowers and the society around them; thus, they produce positivity and goodness for humans only. Growing up from that basis, the researcher believe that the initiation of the researcher in forming, processing, and creating TEYL instructional media are the proper decision because the main core of creating a TEYL instructional media is how we can be able to create a positivity for young learners.

Secondly, it is also legitimate to scrutinize the material that is integrated with the TEYL instructional media. Without calculating the proper material to be taught, it is quite impossible to achieve the success of the learning process. Essentially, Pocket Bee instructional media has a very fluid capacity to be used as instructional media for many types of material because the form of Pocket Bee instructional media (i.e. the pocket) is not solely limited for teaching specific material. Considering the fact that the main target of Pocket Bee instructional media is young learners with range of age in 4-7. The main material that will be used in Pocket Bee instructional media is strongly pandered to the basic English material only. Furthermore, the researcher choose vocabularies of animal in English as the core material to teach. In order to attract young learners' attention, the researcher believe that teaching vocabularies of animal is the proper decision when it comes to consider the bee form and the interactive bee card in which Pocket Bee instructional media had. Furthermore, in a specific scope, the targeted students are also going to be taught about number in English. For instance, in the Pocket Bee instructional media, there are six pockets. Unconsciously, all students will recognize and will pay attention on how the teachers are saying and are pronouncing the 1-6 numbers in English.

Thirdly, talking about the tangible benefits of Pocket Bee TEYL instructional media, the researcher conclude that there are three tangible benefits. Those tangible benefits are (1) the interactive and child-familiar design; (2) the utilization of used-material; and (3) the positive outcome of the Pocket Bee instructional media. Thus, those three tangible benefits are explained in these following explanations. Dealing with the first point (i.e. the interactive and child-familiar design), Pocket Bee TEYL instructional media has a very interactive and child-familiar design in which it is believed that it can absorb young learners' interest. The design that is used in Pocket Bee instructional media is

formed in a cute and colorful form. Young learners tend to be more interested in seeing screaming colors. Furthermore, there is another thing that the young learners can use to play, namely the dice. The dice is used as the determiners of which number of pocket that young learners have to take the picture card. The use of dice also adds the child-familiar value in which it is similar to the game that is usually played by young learners. Thus, the learning process will be more interactive and exciting. In providing more interactive tool, this TEYL final group team also provides picture cards that are contained of animals vocabularies. Continuing to the second point (i.e. the utilization of used-material), one of the essential points on this TEYL final project is on how the group can utilize the recycled sources. In Pocket Bee instructional media, the main material to use is used flannel and used boxes or other hard material, such as used woods. The decision is caused from the sustainable consideration of the researcher. By using those materials, hopefully, the Pocket Bee instructional media is not easily to be damaged by young learners. Moreover, the researcher also emphasize on utilizing the used paper of art paper. Using art paper is the best decision to consider the sustainable impact of the Pocket Bee instructional media because the art paper is known as a thick paper in which the picture card cannot be easily stretched or damaged.

Thirdly, Pocket Bee instructional media is also focusing on positive outcomes that can be created by the use of Pocket Bee instructional media for TEYL. First, it enhances young learners understanding in mastering names of animals in English. Second, it engages young learners to be actively communicating with the teachers because some of them might have several questions about the number of pocket or name of animal. Third, it also trains their bodily movement because they have to come forward to shake the dice. Fourth, young learners will be trained on how they use their interpersonal skill because they will likely be engaged and be communicative to their friends. Some of them might be curious on what their friends get in picture card. Fifth, young learners will be able to be facilitated to play the Pocket Bee instructional media because on its basic instruction, all young learners must take the dice and pick one picture card.

The Implementation of Pocket Bee

The core of implementing Pocket Bee TEYL instructional media is located at the main activity in which it is contained of (1) giving prior knowledge, (2) letting all students

roll the dice, (3) picking picture card from the pocket bee, (4) testing students' understanding, and (5) instructing all students to draw and to write down the picture card. In order to achieve a well-systematic implementation, the researcher provides pre-activity and post-activity. It is majorly functioned as the integration to the current educational system in Indonesia in which it is quite necessary to give stimuli for the students. Hence, these following passages explain each activity broadly, including pre-activity, main activity, and post activity.

Firstly, dealing with pre-activity, the researcher concern on the current Indonesia educational system in which it is a legitimate requirement for the teacher in giving a brainstorming. The researcher of this scientific article intend to conduct a brainstorming in a purpose of intensely getting along with the young learners, deeply knowing each other, and giving them a trust that the learning process will be fun. In the pre-activity, young learners of Lembaga Pendidikan As Salim (Ponpes/TPQ/RA/PAUD) are following several steps. For the first time, the representative of Lembaga Pendidikan As Salim (Ponpes/TPQ/RA/PAUD) introduces the intention of the researcher in joining their learning activity. Then, all of us are conducting praying together before moving to the next agenda. Moreover, the researcher also receive a time to conduct a brainstorming activity. The concept of the brainstorming of the implementation of Pocket Bee instructional media is quite simple. The researcher give an instruction about the brainstorming (i.e. saying red means one clap, saying yellow means two claps, and saying green means three claps). All of the students' responses are insanely amazing. They seem really happy during the brainstorming or stimuli. Thus, the researcher can conclude that pre-activity is the core of building young learners' trust; hence, it makes them to be well-engaged for the future process of learning.

Secondly, main activity embodies the tangible process of how Pocket Bee TEYL instructional media works. There are five major steps, namely (1) giving prior knowledge, (2) letting all students roll the dice, (3) picking picture card from the pocket bee, (4) testing students' understanding, and (5) instructing all students to draw and to write down the picture card. All of those steps are mainly purposed to enhance all students' English proficiency. Firstly, during the first step (i.e. giving prior knowledge), all students are trained its competency of listening. In giving prior knowledge, the researcher of this scientific article emphasizes the basis of what they are going to do in

the Pocket Bee TEYL instructional media. The researcher also give the stimuli to the students to predict what they are going to discuss through several clues, such as picture cards. Moreover, during this phase, all students listen to the way of the researcher pronouncing an English words or vocabularies (i.e. animal vocabularies and numbers). The process of giving prior knowledge is an essential part to take the wheel of where the learning process is going to be. Secondly, the step of letting all students roll the dice becomes an attractive phase of the students to show their interest and active participant. All students also learn how to engage to each other and they are also being trained for their courage. It is also the phase of the students in getting their picture card. Thirdly, the students are encouraged to pick up the picture card from the pocket bee, the number in which they receive in rolling the dice decides the card that they will get. All students are extremely excited in picking up the animal card. Some of them are already known the English version of the animal in which they have received. In this phase, the students learn how to speak in English and how to read in English. During the third step, all students are seemed really curious in each other picture cards. Furthermore, the fourth step is called testing students' understanding. In the fourth step, all students are being tested the result of their understanding in which it is already given in prior knowledge. Unconsciously, all students learn how to speak and how to listen the English word properly. In speaking, all students learn how to speak the English word and it encourages them to speak up. In listening, all students learn from the way the researcher revise their misspelled, mispronounced, and misunderstanding of English words, especially the animal vocabularies. Lastly, the fifth step is instructing all students to draw and to write down the picture card. There are two English proficiencies that can be trained, namely writing and reading. All of them are already got their own picture card; thus, they are trained to read the English word. For the further act, all students are instructed to write down the English words. In order to create a fun learning process, all students are also encouraged to draw the animals. Their responses are amazing and they are fully engaged during the process. Thus, all of those steps are how Pocket Bee TEYL instructional media being implemented.

Thirdly, post activity is the final step to do. It is contained of reflecting the result, eating snack together, and closing ceremony. In post activity, the researcher revolve around all of the students to encourage them to show the result of their drawing.

It also becomes a reflection for all students in memorizing the English word of the animals that they draw. Furthermore, the researcher also give all students an appreciation (i.e. snack to eat together). The researcher close the entire agenda by praying and conducting a closing ceremony in which it engages all students to be participated in it.

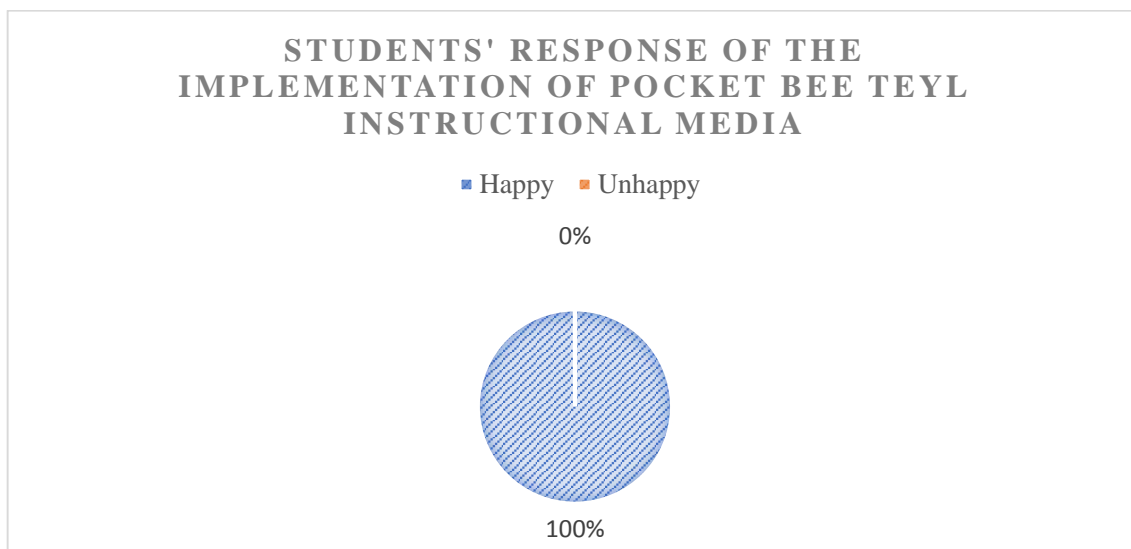***Students' Response of the Implementation of Pocket Bee TEYL Instructional Media***

Chart 1. The Percentage of Students' Response of the Implementation of Pocket Bee TEYL Instructional Media

The result of scrutinizing the young learners' response towards the implementation of Pocket Bee TEYL instructional media comes in agreement that all young learners or all students are well-engaged during the implementation of Pocket Bee TEYL instructional media. The pie chart diagram above vividly shows that the implementation of Pocket Bee TEYL instructional media produces a positive outcome. 20 out of 20 students agree that they are having fun during the learning process and it also proves the scale of agreement reach out 100%. There are three substantives to emphasize how active the young learners are. Firstly, young learners' interests can be vividly seen through their active contributions during the implementation. For instance, commonly, all young learners that are participated during the learning process are not afraid to show their courage in mentioning some vocabularies in English. All young learners also help each other actively when one of them does not know the English word. Most of them are not afraid to submit their own version of answer. Secondly,

young learners' interests can also be vividly seen through how the young learners paying deep attention during the process of implementing. It is proven through how active they are in revising and in listening the researcher' explanations toward certain mispronounced and mistranslated words in English and they are not afraid to repeat the right answer. Most of them are listening and responding the stimuli that is given by the researcher in a deep intention. Thirdly, thus, through the researcher' direct observation, the researcher of this scientific article can claim that all young learners are enjoying the learning process.

Table 1. The Checklist of Students' Response

No.	Name	Response	
		Happy	**Unhappy**
1	Aliya	✔	
2	Diaz	✔	
3	Fahmi	✔	
4	Azka	✔	
5	Fia	✔	
6	Faza	✔	
7	Areza	✔	
8	Nindi	✔	
9	Yasmin	✔	
10	Fadrah	✔	
11	Zaki	✔	
12	Nikiyama	✔	
13	Airy	✔	
14	Azzam	✔	
15	Jihan	✔	
16	Bisma	✔	
17	Aqila	✔	
18	Zafir	✔	
19	Phia	✔	
20	Satria	✔	

Talking about the respondents, the subject of the implementation of Pocket Bee TEYL instructional media is young learners of Lembaga Pendidikan As-Salim (Ponpes,

TPQ, RA, PAUD). The subject of this scientific article are twenty students from Lembaga Pendidikan As-Salim (Ponpes, TPQ, RA, PAUD). The students are contained of (1) Aliya, (2) Diaz, (3) Fahmi, (4) Azka, (5) Fia, (6) Faza, (7) Areza, (8) Nindi, (9) Yasmin, (10) Fadrah, (11) Zaki, (12) Nikiyama, (13) Airy, (14) Azzam, (15) Jihan, (16) Bisma, (17) Aqila, (18) Zafir, (19) Phia, and (20) Satria. All of those students are the subject of the implementation of Pocket Bee TEYL instructional media with range of age between 4 until 6 years old. All of those young learners are the strongest fundamental on how success the implementation of Pocket Bee TEYL instructional media.

Furthermore, in order to provide a credible article, the researcher provide an attachment of the observational field note in which it is contained of the verification of one of the teachers at Lembaga Pendidikan As-Salim (Ponpes, TPQ, RA, PAUD) namely Ustadzah Mahbubah S.Pdi. Moreover, the researcher also receive the legality from the head of Lembaga Pendidikan As-Salim (Ponpes, TPQ, RA, PAUD) in which the legality is indicating that the researcher was conducted the implementation of TEYL instructional media systematically. Thus, the data that are collected during the implementation of Pocket Bee TEYL instructional media are well-calculated and well-qualified because it is integrated by tangible legality from the stakeholders in which responsible and helpful during the implementation of this TEYL instructional media.

CONCLUSION

In brief, the researcher of this scientific article conclude the result of the researcher's exploration on teaching English to young learners through Pocket Bee instructional media into three main broad substantives. Firstly, Pocket Bee is a TEYL instructional media in a form of interactive and child familiar design (i.e. bee form) that is created by the researcher in a purpose of providing young learners an instructional media that is able to maximize the possibility of enhancing young learners' English proficiency (i.e. listening, speaking, reading, and writing). Secondly, the implementation of teaching English to young learners through Pocket Bee instructional media can be formed into five main steps on its main activity, namely (1) giving prior knowledge, (2) letting all students roll the dice, (3) picking picture card from the pocket bee, (4) testing students' understanding, and (5) instructing all students to draw and to

write down the picture card. Thirdly, the students' response of the implementation of Pocket Bee TEYL instructional media comes in agreement that Pocket Bee instructional media is capable to provide young learners a fun and happiness during the learning process because the scale of positive respondents reach out 100% (i.e. 20 out of 20 young learners agree that they are happy during the learning process). Those responses were validated by legal representative of Lembaga Pendidikan As Salim (Ponpes/TPQ/RA/PAUD).

Furthermore, the researcher of this scientific journal suggest for the future researcher to conduct a research with the similar exploration on the use of Pocket Bee instructional media in wider range of sampling. Additionally, the researcher of this scientific journal also hope that this scientific journal will be able to provide various beneficial impacts on anyone at any levels and layers as the additional knowledge in understanding TEYL.

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