

PRE-SERVICE TEACHERS' TEACHING PERFORMANCE IN TEACHING ENGLISH TO YOUNG LEARNERS: INSTRUMENTAL CASE STUDY APPROACH

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ABSTRACT

The ultimate purpose of conducting this study is to explore teaching performance of pre-service in teaching English to young learners. This is an instrumental case study, using explanatory approach which scrutinize a particular case to gain insight to an issue or theory by involving sources of information to provide in-depth study. Furthermore, the findings of this research is expected to underpin realistic aims and current curricular innovation for teaching English to young learners (TEYL). The findings of this study are classified into four aspects: Teaching Aim, Teaching Reflection, Teaching Approach, and Teaching Challenges. Pre-service teachers understood their purpose in teaching English young learners. Throughout the classroom observations and interviews, it was found that pre-service teachers provided relatable tasks for young learners; they focused on course objective; they established good bond with young learners before implementing the lessons. Their challenges in Teaching are to establish parent-teacher relationship and to identify learners' learning skills. This study is expected to contribute insights to English language teaching area about Pre-service Teachers' Teaching Performance in Teaching English to Young Learners by immersing into the world of teaching English to Young learners.

Keywords: Young Learners; Pre-service Teachers; Teaching Performance, Top-down; Bottom-up Processing.

A. INTRODUCTION

In the world of education, teachers should be thoughtful and skillful in teaching English to young learners. OECD (cited in Anderson, Sarah, Terras, & Katherine, 2015) stated that students' low level of skills, teachers' insufficient ability and imbalanced resources have become imperative highlights for educational development. Sutton (2011) claimed that study after study have been conducted to train pre-service teachers to possess 21st century skills so that they could go out in to the teaching world and be adequately prepared. Mafiani (2014) added that this is something that teachers educators should focus more because engaging pre-service teachers to enhance lessons that have been taught is absolutely necessary. In addition to that, Baksh (2016) stated that Pre-service teachers should have developed certain skills in teaching English to their students Therefore pre-service teachers who plan to become English teachers in the near future should be well-trained in handling and guiding young learners. Especially nowadays parents demand teachers to possess particular quality in teaching their children. Chan, (2015) conducted a study about teachers' beliefs and practices'. The result of her study showed that teachers tend to be under pressure from parents' demands on their children's academic abilities and expectations. In consequence, teachers should be provided with qualified trainings to teach Young Learners.

Kam (cited in Johnston & Irujo, 2013) stated that in Asian ESL/EFL contexts, teaching English to young learners has become common problem because non-English-speaking teachers have insufficient and inadequate teaching quality; wherein, they have limited language proficiency. Therefore Brown (cited in Wahyuningsih, 2014) accentuated that teachers should be able to provide meaningful learning so that their learners will experience what they have taught in order for the students to have long-term retention. In order to overcome this common problem, Nunan (2003) emphasized that there have been many attempts implemented to enhance the quality of non-speaking-English teachers in public schools and also to develop their professional skills.

The focus of this study is upon the performance and challenges that pre-service teachers experienced in teaching young learners. In describing, analyzing and interpreting their experiences, this instrumental case study describes aspects of teaching performance and challenges as pre-service teachers strive for better improvement in teaching English to young learners. Accordingly, this study aimed to answer the central question of the study, ‘What is the overall performance of pre-service Teachers in teaching English to Young Learners?’ In order to investigate the central question, sub-questions were prepared to obtain the findings:

1. What type of designed tasks do pre-service teachers integrate into their teaching for the following skills?
 - a. Reading
 - b. Writing
 - c. Listening
 - d. Speaking
2. How do pre-service teachers make their designed tasks successful in teaching Young Learners?
3. What challenges that the pre-service teachers encounter in teaching English to Young learners?

B. LITERATURE REVIEW

1. Teaching Aim

Learning English can be the richest experience for young learners. Through English, young learners may develop their competence, confidence, and creativity, and positivity in learning. Nevertheless, unfocused teaching aim may cause young learners to be less creative (Cremin, Bearne, Dombey, Lewis, 2009). Additionally, Schiering, Bogner, and Buli-homber (2011) explained that the responsibility of teachers encompasses a lot of presentation and processing of information. Teachers view this responsibility as academic education because it is related to what and how they teach. Teachers should emphasize that a classroom environment affects emotional factors. Therefore, they should know how the class interacts when learning becomes social part of education by realizing that every students is unique; they have different ability and personality. Halliwell (cited in Yildirim & Torun, 2014) stated that young learners should be prepared to think and learn in ways that encourage them to have deeper understanding of language in order for them to be engaged with the tasks given to them

2. Challenges in Teaching English to Young Learners

Apparently, young learners are taught foreign languages worldwide (Brewster, Ellis, & Girard, 2004; Cameron, 2001; Doyé & Hurrell, 1997; Edelenbos, Johnstone, & Kubanek, 2006; Ellis, 2004; Ytreberg, 1997 as cited in Şada, 2015). Therefore teaching English at the earlier stages will most likely help young learners establish language development which enables them to learn vocabulary and more developed conversational skills (Cameron, 2001). English Teacher holds different kinds of role in the classroom; they can be scaffolder, manager, facilitator, and so forth. However, what is important of being a teacher is that he or she should be a well planner in the classroom, knowing how to plan his lesson in order to have effective learning process (Nguyen, 2017). Aside from that, Scott and Ytreberg (1990) said that in teaching English to young learners, teachers should not rely on spoken word yet they are obliged to be involved in movement and

senses to demonstrate learning objectives that may help young learners learn. In addition to that, Pollard (2008) emphasized that teachers should understand their roles in the class: to explain the lesson, to give vivid instructions, to ask questions to students, and so forth. In terms of all the roles, the teacher will take over the class.

Richards and Nunan (1990) accentuated that pre-service teachers should be equipped with techniques and skills to be applied in the classroom so that they will be able to develop theories of teaching and have the ability to make effective decisions and teaching strategies. In dealing with young learners, teachers should be able to provide different task types to achieve particular indicators. However Skehan and Foster (cited in Nunan and Carter 2001) stated that some teachers may provide tasks that lead to different impacts: strong accuracy and fluent yet less complex language, more complex and accurate language, more complex but less accurate language. It is considered that linguistic complexity and cognitive complexity of the tasks are inter-related with one another. Brown (2007) said that young learners who learn English as their target language or second language significantly manifest difficulty to acquire the language due to several reasons.

Therefore, in order to teach them successfully, teachers should develop peculiar skills, approaches and intuition that may help young learners acquire English language as their second language (L2). Additionally, Shin (2006) stated that 'Teaching English to Young Learners is a dynamic field that is sure to change in the years to come as Ministries of Education around the world keep lowering the age of compulsory English education, as established Teaching English to Young Learners programs become better developed, and as teachers of English to young learners become better trained.' Speaking of training, teachers should be aware of bottom-up and top-down processing approaches before designing their activity to teach particular English skill to Young learners.

a. Top-Down Processing and Bottom-up Processing

It is considered that teachers mostly tend to give little attention on bottom-up and top-down processing towards teaching English as foreign or second language; wherein, bottom-up and top-down instructional approaches are imperative for language teaching (Moskovsky, Jiang, Alan, and Seamus (2015). Top-down processing is driven by background knowledge called schema; which is divided into two types: Content Schema—a general knowledge based on life experience and previous learning, and Textual Schema—based on knowledge of language and content used in particular situation. The learners' brain applies what it knows, expects, and perceives. Meanwhile Bottom-up Processing is a stimulus-driven processing; wherein, in English teachers focus on various parts: vocabulary, grammar, phrases, and so forth. This bottom-up process helps learner make sense of what they hear, feel and do (Nunan, 2011).

Understanding these two approaches helps future teachers organize their English lessons—how to start from small things then expanding it into something bigger and useful for learners. Basically Bottom-up processing is the approach where teachers start with simple details, namely, learning names of objects to enhance vocabulary toward mastering the English skills. For instance, a teacher teaches pronunciation to his/her students, she will introduce the arrangements and sounds of letters in words. Meanwhile in Top-down approach, teachers will start with something broad that goes into specific details. The learners are expected to have prior knowledge on something that they have experienced. However Lovrich (2007) stated that awareness on utilizing the approach has been neglected in the world of education by teacher educators. It is very important because these

two approaches contain critical component in language toward students' focus, object recognition, and problem solving.

b. Teaching as Reflective Practice

Pedagogically, English teachers are responsible to make young learners engage with every given English task. Shulman (cited in Impedovo & Malik, 2016) emphasized that pre-service teachers should be adequately prepared with the ability to accommodate learners with different education background and learning styles apart from sharing the knowledge in their discipline. Hence reflective practice should take place in teaching because it is considered as part of the competence to be effective teacher (Korthagen & Tateo, cited in Impedove & Malik, 2016). The importance of reflection in teaching and learning lies in encouraging one to view problems from different perspectives. As a teacher having critical reflection is a highly valued and widely applied learning approach in the world of education; teachers will get ample benefits (Watson & Kenny, 2014). In addition to that, reflective practice can be useful in designing teacher education and sustainable professional development. Conscious reflection is an important element for helping teachers and learners in problem-solving and decision-making processes and fostering their critical-thinking abilities (Aldahmash, Alshmarani, Almufti (2017).

C. RESEARCH METHODOLOGY

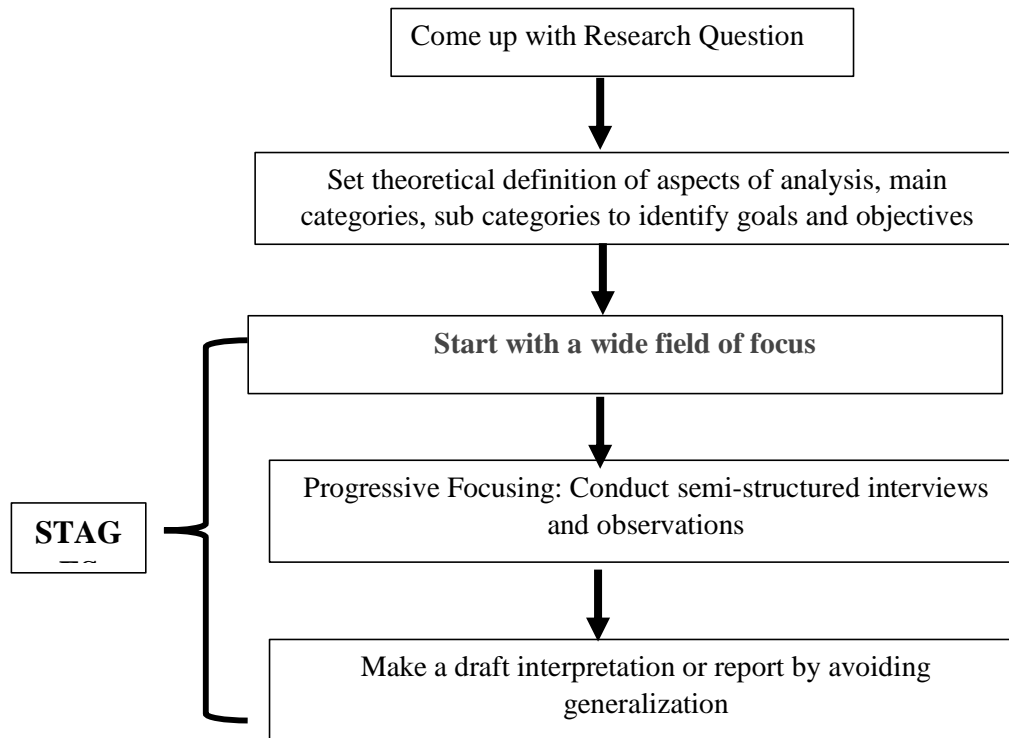
In this study, a qualitative research paradigm was utilized as the method of collecting and analyzing data. Additionally, qualitative approach provides in-depth understanding of the case. The research design of this study was an instrumental case study; it is a design to investigate process rather than outcome by employing data collections and involving several sources of information. The purpose of using instrumental case study is to obtain understanding of research questions by scrutinizing a particular case (Stake, 1995); moreover, this approach is appropriate for the problem of this study because the researcher was searching for in-depth understanding of a studied case.

By utilizing this design, the researcher was able to provide in-depth study on particular areas. With this type of research, purposive sampling method was suitable to be used to recruit participants (Koerber & McMichale, cited in Alloh, Tait, & Taylor, 2018). According to Palingkas et.al. (2016 pp. 533) 'Purposive Sampling is widely used in qualitative research for identification and selection of information-rich cases related to the phenomenon of interest'. The researchers should be able to get key participants that could give relevant information to the study. Therefore the followings are the inclusion criteria to recruit participants that have rooted linkage to English Teaching:

1. Key informants majored in English Education.
2. They were pre-service teachers who have taken TEYL course: the course is worth 2 credit hours which translated into 100 minutes session each week.
3. The achievement in TEYL course is within 89 – 100 percent.
4. They had the experience teaching young learners with the same range of age.
5. Available to be involved in this study during research period: August – June 2018.

All the key informants must meet all the criteria above. Each of them were contacted in person and agreed to take part in this study. The data for this study were obtained through In-class observation and Semi-structured Interview. In-class observation is an effective way to gather data and monitor the key informants' performance (Allwright, 2000). Meanwhile semi-structured interview is utilized to identify pre-service teachers challenges in teaching young learners as well as to explore particular responses. The researcher transcribed, categorized and interpreted the data in order to seek answers of the research questions. To provide clear understanding on research

plot, the researcher derived stages of Cohen, Manion, Morrison (2011), which is illustrated as follows:



This qualitative component of the current study is intended to provide deeper insights about the performance of future teachers and the challenges they face as they teach English to young learners.

1. *In-class Observation*

The researcher conducted in-class observation to the key informants. Each of the key informants were required to teach English to young learners at this range of age 6 to 8 years old. To collect the data through the observation, the researcher utilized camera phone and observation sheets. This in-class observation took almost six months to obtain the best result of observation.

2. *Semi-structure Interview*

Questions for the interview were designed and administered in accordance with Galletta's (2013) terms and concepts on how to conduct the interview. The researcher and the key informants were engaged in a formal interview. The interview sessions for each participant lasted for around 25 minutes. The researcher utilized semi-structured questions as interview guide; however, the researcher did not strictly follow a formalized list of questions. The interview protocol included opened-ended questions, allowing for engagement between the interviewer and the key informants as well as giving freedom to the key informants to express their opinions and perception related to the topic. The topic guide covered questions pertinent to participants' experience in teaching young learners. This semi-structured interview were preceded by in-class observation, informal and unstructured interview with a purposes to allow the researcher to achieve solid understanding of the intended topic of interest, as well as to establish good relationship with the key informants. In addition to that, the researcher adopted Kvale's (1996) interview cycle to collect the data:

- Planning Phase - formulate relevant questions, establish communicative atmosphere
- Doing Phase - deliver the questions, listen to the interviewees, evaluate the response, probe the response, record the information
- Analysis Phase - transcribe the interview, provide interview records, analyze the Transcriptions
- Reflecting Phase - Identify information obtained, prepare the next interview by repeating the first phase again

In terms of data analysis, the researchers peruse all the transcribed data. She drew significant statements that were extracted from each of the participants' data.

D. RESULTS AND DISCUSSION

There are five research questions investigated in this case study. Below is the research findings as they correspond to each research question.

1. The Designed Tasks of Pre-service Teachers

In terms of designing tasks to young Learners, pre-service teachers should be aware of developing learners' four macro skills: Listening, Speaking, Reading and Writing.

a. Reading

The pre-service teachers were observed while teaching reading to their students. During the observation, pre-service teachers performed different kinds of task toward their students. The followings are the variety of tasks performed by the key informants:

Key Informant 1: Nursery Rhymes.

She chose songs that have rhymes or songs that were familiar then she composed different lyrics from the original with a purpose to teach young learners specific vowel and consonant sounds.

*#Evidence 1: The fat bat fly to the sky
They sky is so high.
It flies at night.
Why?
It sleeps in a day.*

She gave the following rhymes to help young learners recognize the different sounds of vowel 'a' in 'bat', 'at', 'a', 'day' also the sounds of vowel 'e' such as in 'the' and 'sleeps'. After giving this nursery rhymes, she let her learners to read different words in which vowel 'a' and 'e' appeared. She was able to identify whether the learners were able to recognize the sound as they read the given words.

Key Informant 2: Minimal Pairs

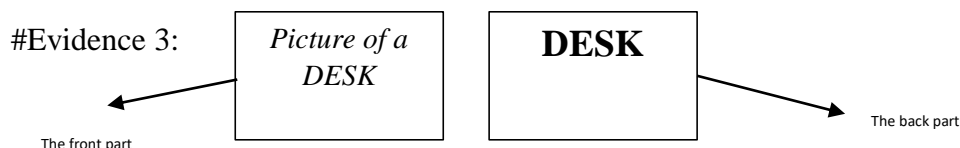
She utilized the concept of minimal pairs to teach young learners to recognize sounds of letters and the letter shapes. She created flipped cards. She purposely provided flipped cards to allow the young learners to experience series of sound changes of consonant as they read the words. The following evidence is illustration of the given flipped card to teach blending sound 'un' by placing different consonant as the initial letter.

#Evidence 2:

B	UN
F	
R	
S	

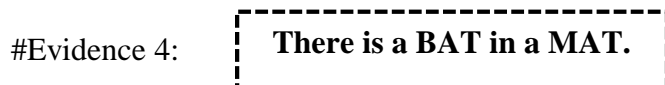
Key Informant 3: Flash Cards

She provided picture flash cards, the front part of the card was the display of an object meanwhile the back part was the object's name. After showing the pictures, she guided the learners to read properly the name of the object. Mostly, the words of the cards had similar final sounds.



Key Informant 4: Minimal Pairs

She had the same concept as Key Informant 2, using the concept of minimal pairs. However, she had different teaching aid. She prepared boards of sentences. In each board she wrote sentences that contain two words that differ in only one singular sound. The learners were led to experience the contrast of two words.



Key Informant 5: Picture Naming & Song Lyrics

She pasted several pictures on the board and required each young learner to learn names of the pictures. After naming each of the pictures, they would sing several songs that had names of the pictures in the lyrics of the songs.

#Evidence 5: She showed picture of a Cow on the board and sang 'Old Macdonald' song in which in the lyric the word 'cow' appears.

The following is the summary of activities that the pre-service teachers prepared for young learners in developing reading skills:

Table. 1

Reading Task	Initiator
Nursery Rhymes	Key Informant 1
Minimal Pairs	Key Informant 2 & 4
Flash Cards	Key Informant 3
Picture Naming & Song Lyrics	Key Informant 5

In terms of teaching reading, pre-service teachers should be able to provide shifting activities to know whether the activity is applicable for young learners or not. Conclusively, most of the activities that were given to students utilize the concept of Minimal Pairs. Behrens and Parker (2010) stated that “Minimal Pairs is a pair of words that differ by only one sound, which is thus considered as ‘minimal’ difference. The sound that differentiates the two words in terms of meaning is phoneme. The differentiation of two words by phonemes can be seen by the phonemes /h/ and /s/ that differentiate the word *hat* and *sat*” (pp. 52). Meanwhile Nursery Rhymes are deemed to be appropriate activity to help young learners recognize letter sounds and their shapes. Those concepts led the pre-service teachers to create activities that would help learners comprehend different speech sounds.

b. Writing

During the observation, pre-service teachers performed similar activities in teaching writing to young learners. The following are the writing activities performed by the pre-service teachers:

Key Informant 1, 3, 4, 5: Tracing and Repeating

The key informants 1,3, 4, and 5 provided *Tracing* activity to develop writing skills. They considered tracing as a task which require learners to copy letters and moves through to produce words wherein after the tracing was done, learners were required to sound the words. The key informants were aware that writing is a physical act, they taught the learners to hold their pencils properly while tracing the letters. Once the tracing activity was done, the learners were asked to repeat the words they traced without having the tracing lines/dots.

Key Informant 2: Tracing & Picture Coloring and Naming

Meanwhile Key Informant 2 provided pictures next to the tracing column with a purpose to match the wording with the object next to it. When the tracing was done the learners were required to read the traced words by seeing the object next to the word then later colored the object. This activity triggered learners to know name of objects through tracing which led them to establish spelling ability.

The following is the summary of activities that the pre-service teachers prepared for young learners in developing writing skills:

Table. 2

Writing Task	Initiator
Tracing and Repeating	Key Informant 1,3,4,5
Tracing and Picture Coloring and Naming	Key Informant 2

‘Writing is one of the most important aspects in English language acquisition. Teaching writing has its own challenges since there are some steps and requirements that teachers should prepare to undertake in the classroom’ (Aryanti, 2016 pp. 263). The most designed task was tracing. Tracing is a task which requires learners to copy letters and moves through to produce words. The pre-service teachers considered by tracing, learners were encouraged to have mental images of the letters they traced. However, pre-service teachers should have deliberated various tasks in terms of teaching writing.

c. Listening

In teaching listening, all pre-service teachers seemed to utilize similar concepts of task. They provided young learners with shifting activities: Sing a song, Listen to a Story, then Play a game that is related to TPR technique.

Key Informant 1, 2, 3, 4, and 5: Songs and Rhymes, TPR Techniques, Story-telling

‘Up and down and shake . . . shake . . . shake. . . (2x)

Shake to the Left and shake to the right

Up and down and shake . . . shake . . . shake . . .

Up and down and jump . . . jump . . . jump (2x)

Jump to the left and jump to the right

Up and down and jump . . . jump . . . jump . . .

Up and down and run . . . run . . . run . . . (2x)

Run to the left, and run to the right
Up and down and run . . . run . . . run . . .

Among several songs given by the key informants to their students, the researcher chose the song of key informant 2, 4, 5 as the evidence that through song a follow-up activity could be given. Through that song, students were required to listen and comprehend several actions like 'Shake' 'run' and 'Jump'. After singing the song, most common activity was given; it was TPR; it was an activity in which learners should perform several actions. Some students were commanded to come forward to the front of the classroom. The rest sat and watched.

The pre-service teachers would give motion to the students to perform an action. *'Stand up, please'* then *'Go to the right side'* then *'Run'*

Through this task, pre-service teachers would identify whether the learners had understood the meaning of the given action word through the way they performed the action. After providing action game to the students, pre-service teachers continued with an activity which was Story-Telling Task. Each of the pre-service teachers retold children story for their students to listen to. The following is the evidence a children story rendered by Key-informant 1 & 5:

A boastful rabbit liked to talk about how fast he could run. He often belittled a turtle for being so slow. One day there was a race and the turtle challenged the rabbit to race with him. The rabbit was startled . . . 'Hahahaha' he burst into laughter. 'You want to race with me? Let's race! I'll defeat you.' The rabbit accepted the challenge. A giant fox was chosen to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got, 'I can do it. . . I can do it' He kept motivating himself. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere. He went at full speed to the finish line but found the turtle there waiting for him.

Each of the pre-service teachers deliberated the story with theatrical voice and action to stimulate their students' mind into grasping the story. There were times they did repetitions on the open-class words, making sure that their students comprehended the meanings. Conclusively, in planning listening activity for Young Learners, teachers should develop appropriate listening activity to support the learning process (Nunan, 2011). In enhancing listening skills, pre-service teachers provided tasks which were enjoyable for young learners. The followings are the summary of the given tasks in enhancing young learners' listening skills:

Table. 3

Listening Task	Initiator
- Children Song: “Coconut”	Key Informant 1
- Action Game: Simon Says	
- Story Telling: Rabbit and Turtle	
- Children Song: “Up and Down”	Key Informant 2
- Action Game: TPR	
- Story Telling: Daniel and Goliath	
- Children Song: “Coconut”	Key Informant 3
- Action Game: TPR	
- Story Telling: Lazy Donkey	
- Children Song: “Up and Down”	Key Informant 4
- Action Game: TPR	
- Story Telling: Noah Built the Ark	
- Children Song: “Up and Down”	Key Informant 5
- Action Game: Hide and Seek	
- Story Telling: Rabbit and Turtle	

d. Speaking

Pre-service teachers prepared various speaking activities however they all come down in the same category, elicit information. Young learners were taught how to respond to daily greetings which led them to have cohesive conversation. Below is one of the evidence:

Key Informants 1, 2, 3, 4, 5: Elicit Information

Pre-service Teacher : Hello, Nayla. How are you today?
 Nayla : I’m fine, and you?

Young learners were also taught to start cohesive conversation with their teachers. Below is the evidence:

Nayla : Good morning, Teacher
 Pre-service Teacher : Good morning, Nayla
 Nayla : How are you today?
 Pre-service Teacher : I’m fine, and you?
 Nayla : I’m fine, thank you.
 Pre-service Teacher : Are you happy today?
 Nayla : Yes, I am

Another common activity in eliciting information was playing the ‘*What is this?*’ game. Young learners were triggered to utter the object names that were inquired by the teacher. Below is the evidence:

Pre-service teacher : It’s time to play ‘What is this?’ game. I’ll pick an object and ask you its name by asking, ‘What is this?’ You have to provide me with the correct answers. Later it’s your turn to ask me names of object.

Simanjuntak: Pre-services teachers' teaching.....

Every time the pre-service teachers asked the question, 'What is this?' the learners should give their answer by beginning it with this phrase, 'It is a _____.'

In summary, elicit information is the most obvious task given by pre-service teachers. When working with young learners, pre-service teachers spoke often times with slow-to-normal pace in order for the young learners to grasp what they said. However speaking needs process because it is a complex skill to develop. In establishing young learners to be competent and fluent in speaking takes a long process. It is considered to be superior skill among the four English Language skills. Therefore speaking should be given high priority while teaching instead of just eliciting information.

2. Making Designed Task Successful

In teaching, pre-service teachers should be able to design their teaching tasks based on the school curriculum so that their young learners will profoundly profit from their teaching. The researcher conducted interview stage to derive accurate and vivid answers towards this questions, '*How do pre-service teachers make their designed tasks successful for their young learners?*' Each key informant was interviewed based on the interview guide. Records of interview were transcribed and analyzed with all other researcher's side notes taken during the interview. The researcher conducted the data analysis manually to allow familiarity of researcher with the transcripts and participants experiences. After a careful analysis, the researcher came up with following answers:

a. Focus on the Task Objective

Designing lesson plans is a must-follow priority in teaching because lesson plan is a very important step before the teaching implementation (Sudirman, 2017). The pre-service teachers have to design effective lesson plan to reach the course objectives, especially when they have to blend two curriculums: school curriculum and national curriculum (designed by the government). The key informants claimed that focusing on the task objective is quite a challenge. Therefore they said that they were very selective in choosing activity that would lead their learners to achieve the task objective. The evidence is the following:

"I make sure that every class activity that I selected is based on the task objective that stated in the lesson plan that I designed. For instance, I designed minimal-pairs activity on that day because the task objective is to recognize specific sounds of vowel *a* and *e*."

The pre-service teachers reckoned that by adhering to the task objective would make their designed tasks successful for the young learners. The evidence is the following:

"First thing first I should know what my learners would achieve today. I pretty much follow the lesson plan that I have made."

b. Create Bond with Young Learners

After a careful interpretation, it is found that in order for young learners to achieve the course objective, they should establish good bond with the young learners before implementing the lessons. The evidence is the following:

“I try my best to get along with my students. I teach them songs with movement. We have so much fun singing the song. After having so much fun, they will listen to me”

“I sing some songs with my students. You know, children love to sing. It’s a good start to make them like me and enjoy my teaching. They are very active and I need to find ways to direct their attention.”

The purpose to establish good bonding with their students is to be able to get their attention in teaching-learning process. They claimed that their learners were very active; all they wanted to do was to play and explore. Without good bonding, it would be difficult to make them sit still and listen to their instructions.

3. Challenges in Teaching Young Learners

After a careful analysis, it is found that pre-service teachers faced challenges in teaching to Young learners. The challenges that have been identified and highlighted are establishing parent-teacher relationship and recognizing learners’ learning skills.

a. Parent-teacher Relationship

In the interview, pre-service teachers stated that one of their biggest challenges in teaching English to Young Learners is establishing parent-teacher relationship.

“To motivate Maria outside the class. I must collaborate with her mother to help her practice reading activity. But sometimes, her parent would just smile and shrug. To me it is like a code, telling me that it’s my responsibility to make her understand.”

It is obvious that not all parents are involved in their children’s learning. They want teachers to get on with their teaching responsibility (Nunan, 2011).

b. Recognition of Learners’ Learning Skills

One of the most difficult challenges in teaching is to recognize learners’ learning skills. They said that every child has different way of learning; the way their students process what they have learned is pretty much different. This may be caused by students’ prior knowledge in English.

“I realize every child is different . . . each of them have different learning skills. I should know that, so that everyone can understand my lesson.”

As Scott and Ytreberg (1990) stated, teachers should not rely on spoken word yet they are obliged to be involved in movement and senses to demonstrate learning objectives that may help young learners learn. The findings of this study can serve practical implications to educational institutions to train pre-service teachers to be well-equipped before entering the world of teaching.

E. CONCLUSIONS

This study aimed to answer the central question of the study, ‘What is the overall performance of pre-service teachers in teaching English to Young Learners?’ It is very imperative for pre-service teachers to establish good performance in teaching because their performance may influence their students’ learning outcome. (Bennell and Akyeampong cited in Bello & Jakada, 2017). Throughout classroom observations and interviews conducted in this study, the researcher have yielded results of their overall performance by formulating the results into four aspects: Teaching Aim, Teaching Reflection, Teaching Approach, and Teaching Challenges.

Table. 4
Pre-service Teachers' Overall Performance

Teaching Aim	All pre-service teachers apparently know the needs of their young learners in terms of teaching English. It is shown from the designed tasks they provided to young learners and how they made their designed tasks successful.
Teaching Reflection	Pedagogically, pre-service teachers are responsible to make young learners engage with every given English task. Throughout the observations, in teaching English, the pre-service teachers focused on the course objective and they establish good bond with their students before implementing their English lessons. However they should have been more aware of their learners' background and learning styles. As stated by Shulman (cited in Impedovo & Malik, 2016), pre-service teachers should be adequately prepared with the ability to accommodate learners with different education background and learning styles.
Teaching Approach	Throughout the observations, the most significant approach in teaching English to young learners is the bottom-up processing approach. They should have been more aware of Top-down processing approach. The pre-service teachers designed their tasks based on bottom-up approach; wherein, it may be caused by young learners' limited background knowledge of English. Most designed tasks that were given to young learners are relatable. The followings are the prepared tasks: <ul style="list-style-type: none">- Minimal Pairs- Flipped/Flash Cards- Tracing- Drawing and Coloring- Singing a song- Action Game- Retelling Children Story- Eliciting information
Challenges in Teaching	One of the pre-service teachers' challenges in teaching to young learner is to establish parent-teacher relationship; Baksh (2016) even stated that teachers plan to become English teachers in the near future should be well-trained in handling and guiding young learners, especially nowadays parents demand teachers to possess particular quality in teaching their children. Another challenge that the pre-service encountered was to recognize young learners' learning skills.

F. REFERENCES

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