

An Evaluation on the Use of Craft and Assessment in Teaching English to Young Learners

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Abstract

This study aims at evaluating the use of crafts in teaching English to young learners and the assessment administered in classrooms. This study is a descriptive qualitative study. The sample of this study is two English teachers teaching the first graders. Observation was conducted to see how crafts were used as a medium to teach English as well as how the students were assessed. I used video recording technique to document the details of the teaching and learning process. The observation was conducted in November 20, 2013 in an elementary school situated in Mlati, Sleman, The Special Region of Yogyakarta. The study has shown that the craft used as the media to teach English to the first graders and to encourage them to practice their English worked well to attract students to learn English. However, the English language itself was not maximally used in the process of making the craft as both the teacher and the students still used their first language. Therefore, it is suggested that English should be more optimized in the process of making the craft so that the students get more exposure to English and the craft can be more effectively used as a medium to learn English. Regarding the assessment administered to assess the students, the assessment was good in that it has met the goal of the assessment itself as it measured students' comprehension and it did assess what students have learnt.

Keywords: *Teaching English to Young Learners, Craft, Assessment*

Introduction

Teaching English to Young Learners (TEYL) has been a fast growing field around the globe and has become a fundamental basis of English teaching at early ages like in kindergarten and primary school level. It is because the importance of being able to use foreign languages has become realized in the globalization era. Therefore, many countries have started teaching English to children in early ages. In Asia and Europe, for instance, schools tend to lower the age to teach English as they believe that the earlier the students learn a foreign language, the better the achievement they will get. In USA, similarly, it is estimated that about 12 percent out of three millions children in the primary schools has started learning a foreign language at early age. Therefore, TEYL has been getting a more familiar field in English instruction (McKay, 2006).

English education in Indonesia puts a great concern on TEYL after the decentralization of education in Indonesia in 2001 has urged local governments to decide the use of contact hours for local contents. As a result, many local governments set English curriculum starting from elementary school levels to face the needs of English in the globalization era. However, it seems that the requirements of trained teachers to teach English to young learners, appropriate materials, and teaching techniques are not fulfilled (Musthafa, 2010). Therefore, English subject is claimed to give learning burden to children. Therefore, the 2013 curriculum offered different perspective in English learning for children in that it is not taught to elementary school children as a primary subject.

The stigma that learning English is burdensome for children might be caused by various factors, such as inappropriate materials, teaching methodology, inexperienced teachers, and many others. To deal with this situation, some teachers have started making English learning interesting, fun, and less burdensome by integrating fun activities in the learning process, one of which is by teaching English through crafts. Creating things through arts and crafts through English learning process will lead to a more lively classroom and make it fun and interesting for young learners (Holderness and Hughes, 1998)

Assessment becomes a crucial part in learning as it measures the success and achievement of the learning process itself. Cameron (2001, p.222) points out that "Assessment is concerned with pupils' learning or performance". However, assessing children can be challenging as it can be motivating and demotivating at the same time. Teachers should not overlook childrens' feelings when they are assessed or when they get the results.

The common practices of teaching English to young learners using crafts requires evaluation to ensure if the crafts making really facilitates English learning process. Assessment to young learners, in addition, needs checking whether it is proper and inline with theories in assessing young learners. Based on the backround above, this research aims at evaluating the teaching practices using crafts and the assessment to young learners.

Literature Review

In this section, three theories on Teaching English to Young Learners, Teaching English using crafts, and assessment will be reviewed.

Teaching English to Young Learners

Teaching English to young learners should not be the same as that to adult learners. Children are more motivated and eager as learners. They are also less afraid of making mistakes in learning a new language like English than adults (Cameron, 2001). A belief in language learning regarding age is that young learners have greater possibilities to succeed in learning a foreign language. They can learn faster than adult learners and more effectively than learners of other age groups (Harmer, 2007).

A foreign language classroom with young learners is unpredictable and challenging. Teaching plan which has ben set earlier might not be successfully administered. Teachers should also be prepared with all activities and make sure that all children are involved in the learning activities. Once they have nothing to do, they will get bored easily and it can change their attitude towards the language learning. Therefore, teachers must be able to use opportunities to make learning occur.

Teaching English Using Crafts

Integrating crafts into an English learning process will bring a fun atmosphere for children. Crafts activities require children to create something, like folding papers or coloring a paper puppet, based on their own preferences. Teachers should be able to select materials and designs for the children (Brewer, 2004).

Letting young learners to get involved in the craft making while learning provides children with opportunities to learn the target language. Indirectly, they are urged to interact with both the teacher or their classmates using the target language to complete the task. To really be able to create learning through craft making, teachers must be consistent and persistent in encouraging students to use the target language instead of their first language or mother tongue. Thus, the

children will be exposed to a wider range of vocabulary and language functions used repetitively in the process of craft making (Can, 2007).

Assessing Children

Assessing young learners is a part of learning which should not be overlooked. It relates to learners' learning or performance (Cameron, 2001). It includes "all methods used to gather information about children's knowledge, ability, understandings, attitudes, and motivation" (Georgiou & Pavlou, 1988, p.4). Cameron (2001) claims some factors which need putting into consideration in assessing young learners; those are age, content of language learning, methods of assessment, aims, and learning theories.

Assessing young learners is important to do due to various reasons. By doing an assessment, teachers can monitor and aid progress children make. Children who notice their learning progress may get motivation enhancement in learning. In addition, assessment can also monitor teachers' performance and plan future work. Parents, colleagues, and schools authorities may also be well-informed about children's learning progress through the information obtained from the assessment (Georgiou & Pavlov, 2003).

In assessing young learners, all skills, i.e. listening, speaking, reading, and writing, must be facilitated both individually and integratedly (Georgiou & Pavlov, 2003). There are various methods which can be chosen by teachers, such as structured assessment, projects, portfolio, and many others.

Assessment leads to the process of grading or marking. Marking schemes are a way of indicating the level to which a learner has achieved the aims of the assessment task. There are two types of marking schemes in assessing young learners: (a) discrete-point marking scheme and (b) speaking and writing marking scheme. Discrete-point marking schemes is used for activities that have clear-cut, objective answers. The teacher can decide to allocate marks out of 100, 20, 10, etc. Marks allocation depends on what points are important for the children's development and success in language learning. Speaking and writing marking scheme, on the other hand, provide feedback and clearer information rather than a mere number for students as follows (Georgiou & Pavlou, 2003, p.16):

A	9 – 10	Very good	You can name all of the animals we learnt.
B	6 – 8	Good	You can name the animals well.
C	3 – 5	Good but you could do even better	You can name some of the animals. What about the rest?
D	0 – 2	Try harder! You can do it!	You can try harder to learn to name the animals. Would you

like that? Can I help you?

Methodology

Research Design

This research is a qualitative research as this research focuses on observable behaviors. Cresswell (2007) asserts that qualitative research enables researchers to explore an issue or a phenomenon and get a complete picture of what is happening. According to Moleong (2000:3), qualitative research is a research procedure that produces descriptive data in the form of written or spoken language and observable behavior.

Research Settings

This research was conducted in a private elementary school in Yogyakarta. The elementary school is regarded as a special elementary school as it offers three languages taught to students. Those three languages are English, Chinese and Bahasa Indonesia. The school is situated in Sinduadi, Mlati, Yogyakarta. English becomes a primary subject in this school taught to the first graders until the sixth graders. This school employs some English teachers consisting of native teachers and local teachers who facilitate students in learning English. The active use of English in this school is also in line with the vision of this school which is to be a learners community which develops students' characters and potentials optimally and integratedly to be a well-mannered human who masters three languages to be able to compete in a global society.

Research Participants

The first class that I observed is class 1B which was facilitated by Teacher A, a graduate of Yogyakarta State University. She has never joined any TEYL training program; however, as she graduated from English Education Study Program, she must have got theories on TEYL when she was taking her undergraduate program. She has been teaching in the school for a couple months. She claimed that teaching children in that school was fun as she should be with the students from 7 a.m. to 12 a.m.; therefore, she had close relationship with her students. She also stated that teaching there was more educative as she not only taught students but also got closer to them to know their personal feelings and behaviors. When I asked her what difficulty she faced in teaching young learners, she said that she found it hard to teach them as the students had different abilities: some of them have got English but some have not. Regarding her passion, she confessed that she would keep on teaching; however, she did not know whether she would focus on teaching young learners or adult ones.

After observing class 1B, I continued my observation to class 1A. This class was facilitated by Teacher B. She graduated from English Letter of Sanata Dharma University. Similar to Teacher A, Teacher B has never got any TEYL training program. She has been teaching in the school for almost two years and previously she had been teaching in a kindergarten for two years. Therefore, Teacher B is experienced in teaching children as she has been teaching young learners for almost four years. She said that teaching children was fun and she also had passion to teach young learners. She prefers to teach children under the third grade as she thinks that children in that age still behave well and are lovely.

Data Collecting Technique

The data of this research was obtained through observation done to two English teachers in the selected school.

The observation which I did took place on November 20, 2013. It aims at finding out the teaching and learning process in the school particularly in relation to TEYL. The school was chosen to be observed as it still includes English as the primary subject taught as school. The objects of the observation were the utilization of craft as a teaching medium and the assessment done to children. I used video recording technique to document the details of the teaching and learning process.

The observation was conducted in two classes: 1A and 1B which are in the same level. Each class was observed during its two contact hours, each of which lasted for 30 minutes meaning that the observation lasted for 60 minutes for each class. The observation of class 1A started at 9.15 a.m, while the one of class 1B.

Data Analyzing Technique

The data obtained in this research were analyzed quantitatively. Anwar (1997, p.126) states that in qualitative research, the study usually uses the descriptive data analysis. The result of the research generally will be presented not only in the forms of the descriptive essay, but also in tables of frequency and percentage, cross tabulation, diagrams, and charts. Moleong (2000, p.103) states that the steps in a qualitative data analysis is organizing, arranging, grouping, giving codes, and categorizing.

Discussion

Assessment

Assessment is an integral part of learning. It is needed to help teachers decide students' linguistic abilities, and their achievement (Shaaban, 2001). In the

teaching learning process conducted by Teacher A, the teacher of 1B, she assessed the students on the material she has taught previously (Things in the classroom) using two kinds of assessment. The assessment will be elaborated as follows:

Kinds of Assessment

The first assessment Teacher A chose is a quiz. It is done to measure students' comprehension on the names of things in the classroom. To administer this quiz, she prepared a black bag to put things inside. She also prepared some things, like pen, pencil, ruler, marker, green paper, and rubber and placed them inside the black bag she has prepared before. She chose one student to come forward and had the quiz. Students who could name the things correctly got one point.

The second assessment is listening. The objective of this assessment is similar to previous assessment which is to measure students' comprehension on the names of things in the classroom. The assessment was taken from *Backpack*, the textbook used in this class, page 6. In each number, there are two pictures of things in the classroom along with the name of the things below the pictures. Teacher A mentioned one of the two things by saying "What's this? It's a pen." The students, then, circled the thing mentioned by Teacher A. Through this kind of assessment, the teacher could measure students' vocabulary acquisition as well as give exposure to listening. In assessing young learners, assessment can involve English skills in separated or integrated way. Georgiou & Pavlou (2003) states that "although language often involves the use of all four skills in an integrated way, in assessment we may want to consider each skill separately, so that we can examine the children's progress and/or detect problems in that particular skill". (p.6)

Process of Administering the Assessment

In term of the process of administering the assessment, the first thing which I would like to discuss is the selection of students who were given chances to join the quiz. To choose the student, Teacher A asked the students to behave well and nicely by sitting well and being quiet. They also should fold their hands so that they did not misbehave. Those who behaved well were chosen one by one by Teacher A and were invited to come forward. When she had one student with her to join the quiz, she gave instruction by saying "Put your hand in the bag". Once the student had put his hand on the bag and touched one thing, he named the thing after Teacher A said "What is it?". When students mentioned the name of the things in Bahasa Indonesia, Teacher A said "English!" meaning that they should mention the English terms. It is a good

way in that Teacher A always encourages her students to speak English.

There is one thing which should be taken into account with this kind of selection in giving activities to students in the classroom, which is about classroom management. As Teacher A chose and asked students to join the quiz one by one, she only focused on one student and paid no attention to the other 24 students in the classroom. As a result, some students who had nothing to do misbehaved. Two students were patting each other instead of paying attention to Teacher A, some students looked bored as they laid their heads on the desk, and some of them were busy doing something unimportant and unrelated to English. To avoid misbehavior, a teacher should involve all students in an activity. Shin (2007, p.6) states "young learners tend to have short attention spans and a lot of physical energy. In addition, children are very much linked to their surroundings and are more interested in the physical and the tangible". To involve students in such a quiz created by Teacher A, she can ask students to do it in pairs, in group, or in the whole class. The techniques are similar to the one done by Teacher A. Students should prepare their own bag and stuff and do the quiz with their classmates. If willing, the teacher can also provide a plastic bag for each student as it is quite affordable. I believe students have their own things as the assessed material is about things in the classroom which are mostly owned by the students. Through this technique, all of the students are involved and do the same activity at the same time. Therefore, it is expected that they do not misbehave as they have something to do and they can optimize their language practices.

In the second quiz administered by Teacher A which is listening, she involved all of the students. She started the activity by asking the students to open the *Backpack* module page 6. She went around the class to make sure that the students had opened the right page. She also explained to some students that they should circle the things she mentioned. To make all students prepared, she counted from one to five. When all students were ready with the task, she mentioned the things one by one and she asked the students to circle the name of the things she mentioned. The book provides the pictures of the two things as well as the spelling of their names. Therefore, it really helped the students do the activity. The process of administering the assessment that Teacher A did was good as she prepared the students to do the activities. Georgiou & Pavlou (2003) claim that if teachers involve children in preparing a task they have to do, the task will be 'more personalized and less threatening'. Therefore, preparation is essential.

Students' Feelings during the Assessment

Assessment is sometimes frightening for children as nobody wants to be assessed. Therefore, assessment should be done in non-frightening and fun ways. According to Williams (1985) and Suyanto (1997), one of the principles of assessing young learners is that assessment should be "supportive, non-threatening, and enjoyable". Based on the assessments done by Teacher A through quiz and listening activity, no student was afraid of doing the assessment. Most of them did what was instructed right after Teacher A gave the instruction. In the first assessment, the quiz, some students were also willing to come forward and joined the quiz voluntarily. It might be caused by the technique Teacher A used in assessing the students which was done through a quiz which was like a guessing game. Cameron (2001) suggests some factors which distinguish assessment for young learners to the one for adult learners, one of which is in the assessing methods in which children should be assessed through the use of games, songs, rhymes, stories to provide language content and practice. Therefore, the students did not feel under pressure in doing the assessment. However, there was a student who was chosen to do the quiz, but he did not want to come forward when Teacher A asked him to do so. She did not ask for further explanation why he did not want to come forward. She just said "Oh, he didn't want to get point" and moved to another students called Tera. Related to this kind of situation, I suggest that Teacher A should motivate the student to try first to do. Cajkler and Addleman (2000) state that to keep high level of motivation of students, teacher should be critical on the activities, the tasks, and the learning expectation they have.

Similarly, in the second assessment, most of the students were eager to do the listening activity. They paid attention to Teacher A's instruction and the things on their textbooks. While Teacher A checked the students' preparation for this activity, some students who were sitting around the similar desks discussed the names of the things. It shows that the students were interested on the activity. Even, they argued on how to pronounce 'pencil'. Then, Teacher A clarified the pronunciation of 'pencil' to the students. In addition, some students showed their interest in this activity as they guessed the thing which would be mentioned by Teacher A. They said 'Miss, rubber, Miss' meaning that they expected that the next mentioned thing was rubber. Some other students also did the same thing in the next questions. It can be concluded that the students had positive feelings to this kind of assessment.

Scoring System

As Teacher A did two different kinds of assessment, she had two different scoring systems as well. In quiz, she gave point to students who could name the thing they took correctly. Teacher A prepared a board with the names of all students in her class. Then, she gave one point to those who could answer the question well. This method in giving points to students who have successfully done a particular assessment is good in that it can measure children's language progress. Students will also get information whether they can or cannot successfully do the task or the assessment. (Georgiou & Pavlou, 2003).

In the second assessment, listening, Teacher A scored the students by giving A, B, etc to students' work. After she was done with the listening activity, she moved around the class to check her students' work. Then, she gave mark to their work. This kind of scoring system is called *discrete-point marking scheme* which is always "associated with a number or a mark" (Georgiou & Pavlou, 2003, p.15). Georgiou & Pavlou also claims that this kind of marking scheme is easy and fast; however, it does not really provide information for the teacher, the parents, and the children on what has been achieved by the children. If a teacher will use this marking scheme, "it is better if the number or mark is accompanied by a comment (usually in the first language) addressing the individual performance of each child" (Georgiou & Pavlou, 2003, p.15). As an example for Teacher A's quiz, the comment of each mark is as follows (*adapted from Georgiou & Pavlou, 2003, p.16*):

A	9 – 10	Very good	You can name all of the things in the classroom we learnt.
B	6 – 8	Good	You can name the things in the classroom well.
C	3 – 5	Good but you could do even better	You can name some of the things in the classroom. What about the rest?
D	0 – 2	Try harder! You can do it!	You can try harder to learn to name the things in the classroom. Would you like that? Can I help you?

Craft

Craft becomes a good medium to teach English. Musthafa (2007, p.5) suggests "teachers of English for young learners should use activity-based teaching-learning techniques such as total physical response (TPR), games, and projects". One of the observed teachers, Teacher B used craft to engage the

students to learn English. Holderness and Hughes (1998) in Can (2007) point out that "Making and creating new things, e.g. a fortune telling toy, a jointed puppet and art and craft activities, through English, will bring the language alive and make it satisfying for young learners while also making it fun". What happened during the craft making as a medium chosen by Teacher B to teach English to her students will be discussed as follows:

Description on the Craft

The craft made by students is called 'Fun Wheel'. It was made of two papers with two different colors (yellow and white). Those two papers have had a circle on each paper which should be cut by the students. On the white paper, the students should divide it into four rooms by folding it and making lines. Then, the students drew a thing in the classroom in each room. Things in the classroom were chosen as they were the materials taught at that time. For the yellow paper, the students cut one of the four rooms. Then, they should stick the two papers using a strand provided by the teacher.

Pre-activity

Before the students made their own Fun Wheel, the teacher explained the procedures in making it. She started the explanation by mentioning the name of the craft the students were going to make. She showed the two papers, yellow and white ones, to the students. Then, she distributed the white paper and asked the students to cut the round shape she had made previously. After the students have finished cutting the white paper, Teacher B then explained to the students how to make the four rooms. She showed them that they should fold the circle paper into four so that the four rooms were automatically created. The students then drew a thing in the classrooms they have learnt on each room. As the contact hour was over, the craft making was also stopped and the observation was ended as well.

The success of teaching English using crafts depends on teachers. One of the factors from teachers is teachers' explanation on what students should make and do. Cameron (2001) claims that the role of adults (in this case is teachers) is very essential in the child's process of learning. In addition, scaffolding is also essential. Bruner (1983) points out that children learn effectively through scaffolding by adults. He also proposes some effective scaffolding techniques, such as creating interest in the task, breaking the task down into smaller steps, reminding students on the goal of the task, pointing out the important parts of the task, controlling students' frustration during the task, and modeling the task. In class 1A, as the classroom teacher, Teacher B had given explanation on the equipment, and the process of making the Fun Wheel

well. The explanation was quite clear as she not only explained verbally but also explained visually meaning that she gave examples and gestures on how to make the Fun Wheel. As a result, the students found it easier to make their own Fun Wheel. It can be seen from the students' respond that they could follow the instruction given by Teacher B right after she explained how to make the craft. It can be concluded that Teacher B has done scaffolding which resulted in students' good comprehension on the task they had to accomplish.

The equipment used in making the Fun Wheel are papers, scissors, strand, and color pencils/crayons. Based on the observation I did, I could see that the papers and the scissors were provided by the teacher. However, I had no chance to know who provided the strand as the contact hour was over before the craft had been completed. The papers were distributed to the students by Teacher B. Meanwhile, the scissors were taken by the students from the other teacher supervising class 1A. To draw the things on the paper, the students need color pencils or crayons. I supposed that the students had prepared their own crayons or color pencils themselves as Teacher B did not provide them, but they could still draw the things. Ensuring that tools for making a craft is sufficient for all children in the class is important since "if a student has to wait for a long time for glue or scissors they will get bored". (TE Editor, 2009, p.1) It can be concluded that Teacher B has made great preparation for the students to make the craft.

Fun Wheel is just a medium used by the teacher to expose her students to English. The main objective is to introduce the students to 'things in the classroom'. Before asking the students to make the craft, in the beginning of the contact hour, Teacher B reviewed the material she had taught to the students in the previous meeting. It is also supported by the interview I did to Teacher B after the class in which she said that the materials had been learnt before. The reviewed materials were *backpack, book, chair, crayon, desk, pencil, marker, paper, pen, and table*. Reiterating and reviewing vocabulary items and expressions are crucial to ensure the acquisition of English vocabularies. By doing this activity consistently, a teacher can measure how fast students pick up the language and use it in their speaking and writing (Musthafa, 2007). Thus, Teacher B has made good preparation for the students to use vocabularies they have learnt by reviewing the items.

Whilst-activity

After preparing all of the materials and the equipment needed to make Fun Wheel, the students started making the Fun Wheel. It was commenced by cutting the white paper following the round pattern made by Teacher B previously. Then, after the circle paper was made, the students folded the paper to create

four rooms. They, then, should draw a thing they have learnt in each room. As the English lesson on the day I observed the class had two contact hours only (one hour), the craft was not done on that day.

During the process of making the craft, Teacher B facilitated and supervised the students while they were making their craft. She went around the class to see how things worked. Sometimes, the students asked her questions on how to make the craft or merely showed her the craft they had made just to make sure that they were on the right track. Teacher B answered the questions patiently and sometimes she helped the students make the part of the craft the students found it difficult to do it on their own. It is a great strategy done by a classroom teacher who facilitates and helps students in their learning process.

Post-activity

The result of the activity is a Fun Wheel. TE Editor (2009) suggests that the craft should not be the end of the learning cycle. Instead, students should be given an activity in which they can use what they have made, which can encourage them to act out some English phrases by telling stories using the craft they made. Due to the limited contact hour, the students did not finish making the Fun Wheel. They just finished making the white paper and drawing four things on the four rooms. Therefore, the activities done using the Fun Wheel cannot be explored. However, here I will give suggested activities that can be done using the Fun Wheel (which might have been done by the teacher as well).

As craft in English teaching – learning process becomes a mere medium to expose students to English, teachers should make use of the craft students make to encourage students to use and practice their English. Musthafa (2007) asserts that English should be used as much as possible and consistently during the instructional sessions. Through the consistent use of English, children can do observation and have participation in the use of English for communication. In class 1A, Teacher B can do various activities using the Fun Wheel her students have made. It can be divided based on the English language skills. As an example, to practice speaking, students can be asked to do ‘show and tell’ activity using the Fun Wheel. It can be done either individually or in group. Individually, students can be asked to come in front of the class one by one, spin the Fun Wheel, and mention the thing showing up when the Fun Wheel stops spinning (e.g. It is a desk, It is a backpack). To involve all of the students in this activity, the teacher can group the students into three or four students. They can do the same activity as I explained earlier; however, it is done in a smaller group of students. By grouping students, the teacher can give greater chances for the

students to practice English as well as minimize the misbehaving as the students have something to do.

Other skills which can be explored using the Fun Wheel are listening and writing which can also be done at the same time. As an example, the teacher is the one who spins the Fun Wheel. Then, she mentions the thing showing up when the Fun Wheel stops spinning. Students are to listen to what is mentioned by the teacher and to write it. The teacher, for instance, mentions ‘It is a marker’ when the Fun Wheel stops at a picture of a marker. Then, the students should write ‘It is a marker’ on their books. By doing this activity, the students practice both listening as they should listen carefully to what their teacher says and writing as they should write what they heard from the teacher.

Teaching English using Craft vs. Teaching Craft using English

There will possibly be a bias of English teaching and learning processes which make use of particular media if the goal and objective of the learning process are not strongly set up. Based on the observation I did in Teacher B’s class, I noticed that the craft used as the medium to teach English did not really expose the students to English itself. I concluded so as English was not maximally used by the students during the process of making the Fun Wheel. Therefore, the English learning process which should entitle *Teaching English using Craft* tended to appear *Teaching Craft using English*. It is so as the activities done during contact hour tended to focus more on the craft instead of the English. TE Editor (2009, p.1) suggests that in using craft to teach English, teachers “mustn’t lose sight of the fact you (teachers) are in an English class and not an art class”.

Ideally, the learning process should give the students exposure to English. Musthafa (2007, p.6) claims that “teachers of English for young learners should focus on functional English for vocabulary development, and for immediate fulfillment of communicative needs of the learners”. In addition, teachers should consider the language that the students will be using in “pre, during the craft activity and post-making” (TE Editor, 2009, p.1). The consistent use of functional English during the instructional time in the class helps children acquire functional vocabulary items and communicative needs they need. In the teaching method that Teacher B used, she should have encourages her students to English as much as possible. In the preparation of making craft, the students can be asked to speak English when they ask for some equipment they need to make the craft. They should say some expressions, such as “Give me scissors, please!” or “Give me paper, please!”. With that kind of simple use of English done as a routine,

students can understand functional English expressions that they can use in daily life (Cameron, 2001).

Conclusion and Recommendation

In brief, the assessment that Teacher A gave to children in form of quiz and listening is good in that both kinds of assessment have met the goal of the assessment itself as both of them are used to measure students' comprehension on materials they learnt (*things in the classroom*). As a teacher, Teacher A has also applied scaffolding so that the students found it easier to follow the instruction and tasks she gave to them. Teacher A was also consistent in speaking English to the students. It is very great as it will help students improve their English as they are consistently exposed to English.

Similarly, Teacher B who gave interesting craft called Fun Wheel to students in practicing things in the classroom did a good job as well. She offered new and attracting learning method so that the students were interested in learning English. However, I would also suggest that the use of English should be more optimized in the process of making the craft so that the students get more exposure to English and the craft can be more effective as a medium to learn English.

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