

## ABSTRACT

**Habibah, Iis. 2020: Bilingual Program for Young Learners: Young Learners' Difficulties in Understanding Teachers' Instructions.** A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Gunung Djati State Islamic University.

The research was designed to discover young learners' difficulties in understanding teacher's instruction in the bilingual classroom. Specifically, this research purposed: (1) to find out young learners' difficulties in understanding teacher's instruction in the bilingual program, and (2) to find out the teacher's strategies in giving instructions to young learners in bilingual program.

This research is a case study which used qualitative approach. The participants of the research were 42 students of fifth grade elementary school and two teachers (one fifth grade teacher and one fourth grade teacher) of SD IT Fitrah Insani 2. The sample was selected by the purposeful sampling. The data was obtained from questionnaire, and interview. The data analysis was presented by describing the result of questionnaire responses and interview transcription.

The results of data analysis showed that first, 69% students find it difficult to understand teachers' instruction in English when the teacher speaks too fast. Second, students find it difficult to understand teacher's spoken English when they hear unfamiliar words. Third, 31% respondents still have problem in understanding teachers' instruction when they listen to teachers' spoken words with lots of pauses and doubts. Fourth, 40% respondents find it difficult to understand unclear pronunciation of English words (in recordings, audios, or teacher's speaking). Then, teachers' strategies in teaching English to young learners in bilingual program are identified as follows: (1) Teachers designed the learning by making syllabus, lesson plan and media instruction; (2) They provide rewards and punishment; (3) They use simple language to deliver the instruction; (4) They use body language and use media such as PowerPoint, video, images to build the young learners' understanding; (5) They use both languages (English and Indonesian) or let young learners to open the dictionary when students find it difficult in understanding teachers' spoken English.

In conclusion, this research indicated that many young learners have several difficulties in understanding teachers' instruction, particularly when: (1) they listen to long parts, (2) the speakers speak too fast, (3) there are a lot of an unknown word, (4) they listen to the teachers' spoken words in English which stopped and were full of doubts, and (5) teachers' spoken words were unclear. It means the students need more motivation and attention in language learning and it should be overcome by using effective teaching strategies. It will be a recommendation for the next researcher. In addition, the teachers have been prepared interesting strategies to teach young learners.