

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study, focusing on the experiences and insights of an English for Young Learners (EYL) teacher, particularly in designing and implementing implicit grammar teaching activities. The findings are organized and discussed by addressing the research questions: (1) How does the EYL teacher design implicit grammar teaching activities for young learners? and (2) How does the EYL teacher implement implicit grammar teaching activities for young learners?

A. Findings

In this research findings, the researcher narrates the journeys of an EYL teacher who utilizes implicit grammar teaching strategies during the learning process in the classroom. The findings present a narrative detailing personal background of the teacher, motivations for teaching English especially for young learners, the strategies in designing and implementing implicit grammar teaching, and how the teachers navigated the challenges and difficulties.

1. The Story of Mr. Adi

On that beautiful morning, the sun began to emit its warm rays. I walked through a primary school in Bandung: Tunas Unggul Primary School, looking for the principal's office. This school, which I have frequently visited since 2023, still holds parts unfamiliar to me. I was a tutor of the English Club for the second grade at this school. During the English Club activities, I had been observing the students' English abilities for quite some time. For me, getting to know this primary school was a great opportunity to conduct my research here.

After five minutes, I had yet to find the principal's office. I asked a school guard for directions and he led me to a room located on the first floor of the class building. There, I met the vice-principal in charge of curriculum: Mrs. Ina (pseudonym). She greeted me warmly and invited me to sit in the school's guest room. *“Alhamdulillah, akhirnya bisa bertemu. Guru bahasa Inggrisnya masih mengajar di kelas, tunggu disini ya.”* which can be translated into “Alhamdulillah,

we finally meet. The English teacher is still teaching in the class, please wait here."
– Mrs. Ina said, and we had a brief conversation at that time.

Before my first meeting with Mrs. Ina, I had contacted her through WhatsApp messages. As the vice principal in charge of curriculum, she helped me find the participant of my research by recommending an English teacher from Tunas Unggul Primary school who fit the criteria for my research participant.

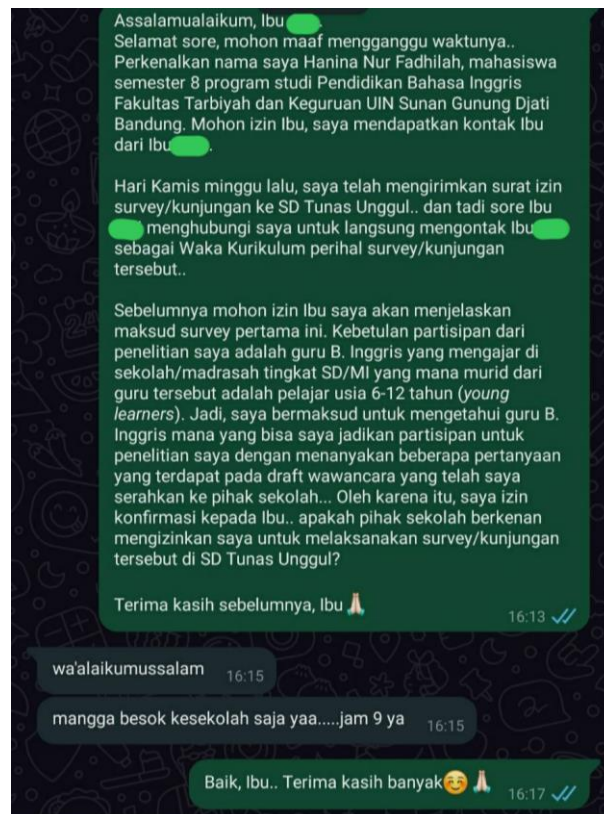


Figure 4.1 Contacting Mrs. Ina for my first survey

Through the messages, I asked her permission to interview the English teachers at the school. Without much hesitation, Mrs. Ina invited me to come to the school to meet the English teacher in person. For this opportunity, I had prepared several documents which I stored in a blue folder, along with a black pen inside.

After waiting for about twenty minutes, the school bell finally rang, signaling a break time. A man approached Mrs. Ina and me in the guest room. He was one of the English teachers at the school: Mr. Adi (pseudonym). I introduced myself to Mr. Adi and explained the purpose of our meeting. Then, he introduced himself briefly in return.

Unexpectedly, Mr. Adi was a graduate of UIN Sunan Gunung Djati Bandung, majoring in English Education. He asked me, “*Kamu anak SAEED ya? Sama berarti kayak saya.*” – (Are you a member of the Student Association of English Education Department, right? Same as me). It turned out that Mr. Adi and I shared the same background as students of the English Education Department at the same institution. So, we engaged in a light conversation about Mr. Adi's college days.

Returning to the main purpose of meeting Mr. Adi, which was to know about his experience teaching English to young learners at the primary school. I had prepared several questions for an interview session with him. I explained that this was part of my research to find an EYL (English for Young Learners) teacher who uses implicit grammar teaching strategies, which is the main topic of the research.

After had some conversation during my first interview session with Mr. Adi, his answers were exactly what I had hoped for. He fit the criteria of an EYL teacher that I needed for my research. Especially, based on Mr. Adi's experience, I found that he used implicit grammar teaching strategies in his classroom. The activities and teaching materials he employed, fostered my curiosity, aligning perfectly with the research questions I aimed to explore.

Thus, I asked him to share more about his journey, especially his experiences teaching English to young learners using implicit grammar teaching strategies. The good news is, Mr. Adi was willing to share his experiences, and we scheduled another meeting to conduct a follow-up interview that would allow me to delve deeper into his story.

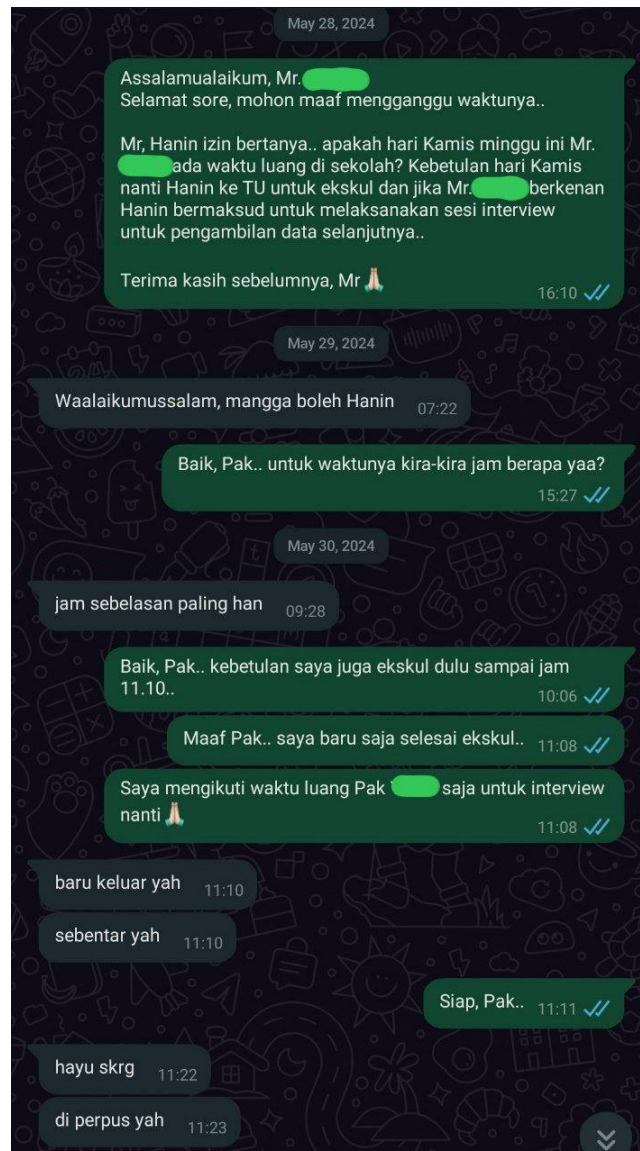


Figure 4.2 Making appointment with Mr. Adi for the main interview session

On May 30, 2024, I went back to Tunas Unggul Primary school, where Mr. Adi teaches, to lead an extracurricular English Club activity first. After that, I prepared for the main interview session of my research while waiting for Mr. Adi to be available. Shortly after, Mr. Adi messaged me to let me know that the interview would take place in the library.

Finally, I met Mr. Adi in front of the library. We then entered the library, which was quite busy at the time. Inside, there were several teachers visiting and the librarian sitting in front of the computer. Mr. Adi and I sat in a comfortable corner of the room, surrounded by bookshelves filled with many books. I started the

interview session by asking how Mr. Adi was doing and making some small talk with him. Without further ado, I asked Mr. Adi with the first question of the interview, “*Baik, Bapak. Untuk pertanyaan pertama, bisakah Bapak menceritakan tentang latar belakang Bapak, khususnya latar belakang pendidikan?*” – Would you like to tell me about your personal background especially about your educational background? With enthusiasm, Mr. Adi answer the question and began to share his personal background: education.

a. Mr. Adi’s Educational Journey

Mr. Adi was born in 1995 in Klungkung, Bali. He is the second child in a family that had migrated from Bandung to Bali. In the same year, when Mr. Adi was born, his family returned to their hometown in Ciparay, Bandung Regency.

His educational journey began at an Islamic State Primary school in Ciparay, MIN 1 Bandung, where he was formally introduced to English in the first grade. After completing his education at the primary school, he continued to a State Junior High School, SMPN 2 Ciparay. Throughout his formal English education, he did not have a strong interest in English. He considered English to be a difficult subject, as he preferred learning Arabic at the time.

After graduating from junior high school, Mr. Adi had a strong desire to continue his education at *pesantren* (Islamic boarding school) in Ponorogo, East Java. During his education at the Islamic boarding school, he not only developed his spiritual and moral foundations but also honed his language skills. The school environment required students to alternate speaking Arabic and English every two weeks. This experience significantly helped Mr. Adi improve his proficiency in both languages, especially English. During this time, he developed a greater interest in English and recognized its importance for his future.

Upon completing his studies at the *pesantren* in 2014, he fulfilled his obligation to serve by teaching students there until his period of dedication was over. In 2015, Mr. Adi continued his education at UIN Sunan Gunung Djati Bandung, majoring in the English Education Department. His interest and abilities in English since his time at the *pesantren*, motivated him to choose this major. The courses covered a wide range of subjects, including linguistics, pedagogy, and

educational psychology. This comprehensive education equipped him with the theoretical knowledge and practical skills necessary to become an effective English teacher.

Graduating with a degree in English Education, Mr. Adi was well-prepared to embark on his teaching career. His educational background provided a strong foundation for his journey as a teacher. Then, he started sharing his teaching experiences.

b. The Seed of Passion: A Teacher's Odyssey

Mr. Adi's teaching journey began in 2014, after his graduation from the Islamic boarding school. He was obligated to teach the students there. During his dedication, Mr. Adi taught subjects such as Quranic recitation and the Indonesian language. His experience at the *pesantren* was invaluable as it ignited his teaching passion, which started to steer the direction of his career path.

Eventually, when Mr. Adi became a second semester student of the English Education Department in UIN Sunan Gunung Djati Bandung, he began teaching at Muhammadiyah 7 Bandung Junior High School. He has taught English in that school since 2016, utilizing the English skills he had developed at the *pesantren*. This period was marked by significant growth as he adapted his teaching methods to meet the needs of his students. Teaching at this school provided Mr. Adi with opportunities to implement various teaching strategies and understand the practical challenges of classroom teaching.

Mr. Adi's teaching journey continued as he moved from one school to another, with each experience adding to his skills and knowledge. In 2019, he moved to SDIT (Integrated Islamic Primary school) Insan Rahayu in Bandung, where he taught Quranic recitation. Shortly, the SDIT foundation established its junior high school level, SMPIT (Integrated Islamic Junior High School) Insan Rahayu. Consequently, Mr. Adi became an English teacher at the SMPIT. He also took on the role of a homeroom teacher.

Alongside his obligations as a university student, Mr. Adi had gained a wealth of experience from the diverse teaching environments he encountered. This also provided him with insights into various educational contexts. Throughout his

teaching odyssey, Mr. Adi realized that each school presented its challenges and opportunities for honing his teaching skills.

Finally, he decided to extend his teaching journey to one of the schools in Bandung city. This decision was influenced by the teaching phenomena he frequently encountered. In 2021, Mr. Adi became a teacher at Tunas Unggul Primary school. He began to share the background of his move to the city and his decision to teach young learners at the primary school level.

c. Embracing the Young Learners' World

His decision to teach young learners in primary school marked a significant turning point in Mr. Adi's career. He saw it as a chance to challenge himself and explore new aspects of teaching.

“Awalnya saya kan seringnya mengajar di daerah kabupaten, bukan di perkampungan sih, bukan di kota gitu pokoknya. Disana saya melihat interest anak-anak kepada bahasa Inggris itu kurang. Kadang-kadang kita pakai simple instruction aja mereka nggak paham. Nah saya pengen mencoba di kota apakah ada perbedaan dalam mengajar bahasa Inggris disana. Lalu saat itu, saya menantang diri saya sendiri untuk mengajar di kota Bandung, apakah saya akan menemukan hal yang sama atautkah saya akan dapat pengalaman baru.”

[Initially, I often taught in district areas, not in villages, but definitely not in the city. There, I observed that children had limited interest in English. Sometimes, even with simple instructions, they didn't understand. So, I wanted to try teaching in the city to see if there was a difference in teaching English. So, I challenged myself to teach in Bandung City to see if I would find the same issues or gain new experiences.]

Moving from a district area to the city of Bandung, Mr. Adi was eager to understand how the urban educational environment would differ from his previous experiences.

In 2021, his new position at Tunas Unggul Primary school marked the beginning of a new chapter in his professional journey. At that primary school, Mr. Adi initially taught PAI (Islamic Religious Education) with 60% of the instruction in English, a unique approach that integrated language learning into religious education. His success in this role led to a transition where he began teaching as an English teacher. This shift allowed him to fully focus on English language

instruction, emphasizing his skills and enthusiasm for language education.

During his first and second years at Tunas Unggul Primary school, Mr. Adi taught third and fourth graders. In the following year, he switched to teaching English to second graders. Teaching young learners in grades 2, 3, and 4 brought different challenges and benefits for his teaching experiences. Mr. Adi found that the enthusiasm and English proficiency of young learners at this school were quite significant.

“Sebagian anak itu ada yang paham dan fasih berbahasa Inggris. Sehingga mereka itu membantu anak-anak yang lain untuk bisa paham juga. Salah satu contohnya melalui aktivitas group discussion, mereka bisa sharing pengetahuan. Kalau tantangannya, untuk young learner itu pasti fokus, karena mereka itu gak bisa untuk diajak serius lebih lama, pasti ada aja yang ceriwis atau lari-larian apalagi grade bawah ya kelas 2 dan 3 itu harus perlu extra diawasi. Saya happy sih, karena mereka itu kan always laughing ya, tertawa, sama penyayang gitukan.”

[Some students understood and they were fluent in English. They helped other students understand as well. For example, they can share knowledge through group discussion activities. The challenge to teach young learners is to maintain their focus, as they can't stay serious for a long period of time. There are always some students who are chatty or running around, especially in lower grades like the second and third grades. They need extra supervision. However, I'm happy because they are always laughing and affectionate.]

Their natural curiosity and enthusiasm to learn made the classroom a lively and dynamic environment. Despite the challenges such as varying levels of language proficiency and different learning needs, along with the challenge of maintaining focus and managing their energy levels, Mr. Adi found great satisfaction in witnessing their progress and development. The smiles and laughter of his students always reminded him of the impact he was making.

However, Mr. Adi had to adjust his strategies, methods, and teaching techniques to address the challenges of teaching English to young learners. One of the strategies he used was scaffolding by providing engaging learning media, such as visual and auditory aids. Mr. Adi also incorporated hands-on activities that allowed young learners to learn by doing.

“Strateginya yang pasti untuk young learner itu kita harus siapkan media. Entah itu media visual, auditory, ataupun hands on learning. Untuk Hands on

learning itu contohnya kita bawa flash card. Kalau misalnya kita ngajar hanya di papan tulis atau menceritakan kayak ceramah, kayaknya itu anak-anak atau young learner itu aduh gak akan mungkin. Mereka akan bosan, ngantuk.”

[For young learners, the key strategy is to prepare various types of media. Whether it's visual, auditory, or hands-on learning, these tools are essential. For instance, using flashcards in hands-on learning. If we only teach using the blackboard or through lectures, children will likely get bored and sleepy.]

In English lessons, Mr. Adi used games to make learning more enjoyable and to foster interaction among students. To increase interactions, Mr. Adi also used the communicative learning method. This involved pairing students and giving them opportunities to converse in English about the lesson topics.

“Selain itu, saya sering mengajar kelas 2 dan 3 itu pakai communicative learning, jadi setelah menyampaikan materi lalu mereka mulai paham, saya suka memasang anak-anak, lalu memberi kesempatan mereka untuk ngobrol dalam bahasa Inggris, masih tentang topik yang disampaikan saat pembelajaran. Alhamdulillah cukup efektif, anak-anak mau ngobrol dalam bahasa Inggris sama temannya, bahkan yang belum bisa pun terbawa-bawa, walaupun itu hanya satu sentence, menurut saya itu sudah amazing gitu.”

[In addition, when I teach second and third graders, I often use communicative learning. After presenting the material and ensuring they understand, I pair up the students and give them the chance to converse in English about the lesson topic. This method has proven quite effective; the children engage in English conversations with their peers, and even those who struggle with the language try to participate, which I find amazing, even if it's just one sentence.]

Through various strategies, methods, and techniques, Mr. Adi applied several principles that supported him in the teaching process. Some of the principles he applied were meaningful and contextual learning.

“Dengan meaningful learning, kita harus membuat pelajaran ini bermakna bagi anak-anak. Bisa berkaitan dengan kehidupan misalnya kemarin saya mengajar tentang There is and There are, pasti itu akan selalu dipakai, karena kan mengekspresikan keberadaan suatu benda. Kita contohkan dan bukan hanya ketika mengajar, ketika di luar pelajaran pun pakai bahasa Inggris itu biar langsung jadi contoh. Lalu, Contextual Learning itu sesuai dengan konteks tadi. Ketika kapan, dimana kita pakai bahasa Inggrisnya itu biar sesuai dengan apa yang diajarkan.”

[With meaningful learning, we have to make the lessons meaningful for the children. For example, I recently taught about 'There is' and 'There are,' which they will always use because it expresses the existence of an object. We

provide examples not only during lessons but also outside of class to make English usage a direct example. Then, contextual learning aligns with that context. When and where we use English should match what is being taught.]

One principle in teaching English to young learners that Mr. Adi truly maintains is implicit learning. He realized that teaching English requires practice and depends on the students' needs and abilities. Since Mr. Adi taught English to young learners, he believed that explicit instruction couldn't be used extensively. Instead, implicit instruction could be utilized to deliver learning inputs in a more enjoyable environment for young learners.

In Mr. Adi's view, implicit English learning can engage students' critical thinking abilities. This is supported by the curriculum at Tunas Unggul Primary school, which uses the Merdeka Curriculum and the International Baccalaureate (IB) Curriculum. The Merdeka Curriculum emphasizes flexibility and student-centered learning, aiming to develop students' critical thinking skills. Meanwhile, the IB Curriculum involves Inquiry-Based Learning, where students engage in inquiries, exploring questions, problems, or scenarios that encourage them to discover and build knowledge implicitly rather than through direct instruction.

During our discussion about implicit learning, I directed the interview towards teaching grammar to young learners. Then, Mr. Adi shared his views on implicit learning in the context of grammar instruction.

“Nah ketika mengajar grammar, anak-anak akan pusing kalau misalnya disebutkan bahwa simple past tense tuh kayak gini ya, adjective kayak gini ya, tapi kita itu bisa secara implisit dengan kasih teks atau video yang bisa menarik perhatian mereka misalnya. Kalau anak-anak itu kan visual learner ya. Nah, nanti kita bisa suruh mereka untuk menyimpulkan dari apa yang mereka baca atau lihat.”

[Well, when teaching grammar, students get confused if you tell them 'simple past tense is like this' or 'adjectives are like that.' But, for example, we can teach it implicitly by providing texts or videos that capture their attention. Students are visual learners. So, we can ask them to conclude from what they read or see.]

With the scaffolding Mr. Adi provided through texts and videos, he believed that young learners could understand and observe grammar concepts or structures unconsciously through activities that engage them to learn grammar implicitly. To

dive in depth stories, I asked Mr. Adi to share his experiences in teaching English using implicit grammar teaching strategies.

d. The Stories Behind the Strategies: Implicit Grammar Teaching

In this part, Mr. Adi shared the story about his approach in teaching English to young learners utilizing implicit grammar teaching strategies, both when designing and implementing the activities. He believed that young learners were more likely to grasp grammatical concepts when they were presented in a natural and meaningful context, also in a fun way, rather than through explicit instruction.

“Sudah pasti ya, saya menggunakan implicit grammar teaching. Karena kita gak bisa ngejelasin langsung, ceramah, ngasih contoh juga mungkin mereka bingung, apalagi struktur grammarnya. Harusnya kita kasih meaningful activity, atau kayak kemarin pakai flashcard untuk bermain game, mereka harus menyusun kata untuk menjadi sebuah kalimat, dan grammar nya harus benar itu. Karena saya nggak menjelaskan struktur kalimat yang seharusnya gimana secara explicit. Jadi mereka natural aja gitu menangkap strukturnya.”

[Absolutely, I use implicit grammar teaching. We can't just explain it directly, lecture, or give examples because they'll get confused, especially with grammar structures. We need to give them meaningful activities, like using flashcards for games. They have to arrange words into a sentence, and the grammar has to be correct. I don't explain the sentence structure explicitly. So, they just naturally grasp the structure.]

Mr. Adi narrated that he could not deliver the explanation of grammar structures to young learners explicitly. They learn the grammar concepts best when it delivered in meaningful and engaging activities such as games which using some flashcards. In that games, Mr. Adi's students had to arrange words in each flashcard into a sentence. So, they can naturally absorb the concept in a fun way without any pressure to memorize the structures of the sentences.

Further, during the interview session, I asked Mr. Adi to narrate more his stories behind the strategies of implicit grammar teaching. I wondered what kind of activities, materials, and strategies that could create a meaningful and engaging environment for young learners to promoted implicit grammar teaching. Then, he started to share his experiences in teaching English to young learners by utilizing implicit grammar teaching, particularly in designing and implementing its strategies.

1) Creating Effective Plan for Implicit Grammar Teaching Activities

In designing activities and materials of English lessons that involving implicit grammar teaching strategies, Mr. Adi had aligned with the lesson plan determined at the beginning of the semester. He said, “*Dari awal semester itu kan sudah di plot, udah ada rancangan minggu ini mau ngajar apa, minggu selanjutnya mau ngajar apa.*” (At the beginning of the semester, it’s already plotted, there is a plan to teach in this week and the following week). So, he carefully mapped out what needed to be taught each week on *Modul Ajar* (Lesson plan in Merdeka Curriculum), ensuring the gradual and comprehensive input of various English language components.

I also had check one of the lesson plan of Mr. Adi’s English lesson in this semester. The materials of the lesson plan: This/That and These/Those (Demonstrative Pronouns) and There is/There are (Singular Plural). It was divided into four meetings and presented under the specific theme: 'How The World Works.' By mapping the material into several sessions, I believed it was very feasible to create gradual comprehensible input for young learners.

Modul Ajar						
Class	Semester	Time Allocation	Meeting	Day/Date	Students	Teacher
2 Bouge nvillea	2	2x35 menit	1	Rabu, 10, 17, 24, 31 Januari 2023	26	 , S.Pd.
Theme			Subject & Elemen			
How The World Works			English/Memirsa			

Figure 4.3 Learning Identity on the lesson plan about Demonstrative Pronoun

On the first page of the lesson plan, it also presented the learning identity such as Subject, Class, Semester, Time Allocation, Meeting, Day/Date, the number of the Students, and also the Teachers’ name. Further, the other components of the lesson plan would be narrated through the story of Mr. Adi by aligning with the process of designing implicit grammar teaching strategies.

Especially, on the lessons Mr. Adi designed to convey grammar aspects through various activities and materials involving implicit grammar teaching strategies.

“Karena setiap minggu itu biasanya pasti ada aspek grammar yang dimunculkan dalam tema atau topik pembelajarannya. Jadi, tidak ada penjelasan secara explicit bahwa pada materi tersebut, misalnya, kita akan membahas tentang contoh-contoh adjective. Karena ketika dalam suatu materi, jika anak-anak diminta untuk membuat kalimat juga itu kan harus sesuai dengan struktur grammar yang seharusnya, gak mungkin bisa ngasal.”

[Because every week, there is usually a grammar aspect introduced within the theme or topic of the lessons. So, there’s no explicit explanation that in the material, for example, we will discuss adjectives. Because when children are asked to make sentences, they must follow the correct grammar structure, and they can’t just do it randomly.]

In Mr. Adi’s view, grammar aspects within a particular theme or topic were necessary for young learners to represent the structure in a sentence. They learned to make sentences related to a specific theme or topic and adhere to the correct grammar structure. Therefore, the weekly lessons were designed to gradually introduce young learners to grammar aspects delivered implicitly and gradually.

“Contohnya, materi “There is/There are” kan dibagi ke beberapa pertemuan, minggu pertama pasti ada prompt-form loading dulu ya, kita mengenalkan kepada anak-anak secara bertahap, lanjut di minggu ke-2 tentang apanya, ke-3 apanya, masih dengan tema atau topik yang sama.”

[For example, the material 'There is/There are' is divided into several meetings; the first week involves prompt-form loading, gradually introducing it to the children, continuing in the second week with something else, and in the third week with another aspect, still within the same theme or topic.]

Mr. Adi also added by mentioning an example of a lesson he conducted which promoting the grammar aspects, Singular/Plural: There is/There are. This grammar aspect was presented over several meetings within the same theme or topic to help young learners absorb the grammar concept through comprehensible input gradually. He also mentioned several grammar aspects he had recently incorporated into the learning activities of this semester while teaching English in grade two.

“Semester dua ini kan aspek grammarnya ada Demonstrative Pronoun, Adjective, Preposition, dan Singular/Plural. Contoh, kalau materi dengan aspek grammarnya Adjective itu saya menyesuaikan tema ya, karena kemarin itu temanya animal. Jadi Adjective nya kita gunakan dalam materi tersebut untuk mendeskripsikan jenis-jenis binatang, tentunya dalam bentuk simple sentence. Adjective yang digunakan ada big, small, short, tall, dan lainnya yang masih tergolong mudah untuk young learners.”

[This second semester includes Demonstrative Pronoun, Adjective, Preposition, and Singular/Plural aspects. For example, if the material involves Adjectives, I adjust to the theme. Recently, the theme was animals, so we used Adjectives to describe different types of animals, obviously in simple sentences. The Adjectives used include big, small, short, tall, and others that are still easy for young learners.]

He used grammar aspects like adjectives in a particular theme or topic to describe something with the correct grammar structure. He facilitated his students in practicing grammatical structures in concrete and meaningful contexts, appropriate for the second-grade level.

In the process of designing these lessons, Mr. Adi faced various considerations from all aspects that needed his attention.

“Harus berpikir ya pastinya, membutuhkan waktu yang lama itu, berpikir apa dan mau pakai apa nih ngajarnya, pasti lama, karena perlu banyak pertimbangan. Kan kadang-kadang saya suka mencoba gitu, materi yang beda tapi strategi dan metodenya sama gitu, misalnya, kayak ‘Bus Stop’ bisa dipakai di materi apa aja sebetulnya. Kalau Flash card biasanya harus menyesuaikan dengan materi tertentu.”

[It requires a lot of thought and takes a long time, thinking about what to use for teaching. It definitely takes time because many considerations are needed. Sometimes I try different materials but use the same strategy and method, for instance, 'Bus Stop' can be used for any material. Flashcards usually need to be adjusted to specific materials.]

Mr. Adi narrated that he took time to consider various aspects to create lessons that met the needs of young learners. Examples of his considerations included the use of strategies, methods, media, and others that needed to be adjusted to specific materials. Thus, Mr. Adi could conduct appropriate learning activities for young learners.

Especially, when designing activities and materials involving implicit grammar teaching, Mr. Adi needed to consider and pay attention to several aspects to create learning activities that provide comprehensible input for young learners. The activities that involved implicit grammar teaching, reflected in the lesson plan he designed. So, Mr. Adi's story was supported by several analyzed documents related to his lesson plans involving implicit grammar teaching.

First thing first, Mr. Adi always considered how the learning activity was aligned with the learning objectives/outcomes in the lesson plan. The term used in his lesson plan are the Learning Outcome (*Tujuan Pembelajaran*) and Success Criteria (*Alur Tujuan Pembelajaran*). For instance, in lesson plan with the materials about This/That and These/Those (Demonstrative Pronouns) under the theme: 'How The World Works', he paid attention to every activity he designed to ensure it aligned with the learning objectives presented in the lesson plan.

Learning Outcome (Tujuan Pembelajaran)
Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip
Success Criteria (Alur Tujuan Pembelajaran)
<ul style="list-style-type: none"> • Memahami <i>This and That</i> dengan baik dan benar • Menyebutkan <i>This and That</i> dengan pelafalan yang baik dan benar • Mengetahui perbedaan <i>This/That</i> dan <i>These/That</i> serta cara penggunaannya • Menuliskan kalimat sederhana menggunakan <i>This/That</i> dan <i>These/Those</i> dengan singkat dan tepat

Figure 4.4 Learning outcome and Success criteria of the English lesson

Through the lesson plan, Mr. Adi aimed to help students understand and correctly use demonstrative pronouns as the grammar aspect of the lesson like "this/that," and "these/those, ". He set specific, achievable objectives, such as ensuring students could use those demonstrative pronouns in sentences by the end of the session. It indicated that in designing implicit grammar teaching activities, Mr. Adi strived to create activities aligned with the learning objectives of the material to be delivered.

Mr. Adi continued to narrate that he also considered how he integrated various language skills into the lessons he designed. His lessons integrated the four language skills - listening, speaking, reading, and writing – even though, the lesson plan did not specify which English skills were integrated.

<p><i>Tuning in (Make an Observation and Ask a Question)</i></p> <ul style="list-style-type: none"> ❖ Guru memberikan pertanyaan pemantik untuk memulai materi pembelajaran " ❖ Peserta didik menonton video tentang "This/That" (https://youtu.be/8snGZtXSQgE?feature=shared) <p><i>Finding out (I am creating a hypothesis to predict an answer to my question)</i></p> <ul style="list-style-type: none"> ❖ Guru bertanya kepada peserta didik terkait apa saja yang mereka temukan atau pahami dari video ❖ Peserta didik menyampaikan materi apa saja yang telah mereka tangkap dari video

Figure 4.5 Activities that integrating Listening and Speaking skills

As what I saw, in the first meeting related to demonstrative pronouns, the students watched a YouTube video about "This/That." I think, the students would engage their listening skills through this activity. It also involved students' speaking skills when they required to convey what they had learned from the video.

Further, the materials and activities primarily targeted speaking and writing skills to support language production from the grammar aspects presented in the lesson. For instance, Mr. Adi provided tasks and practice using "this/that," and "these/those," in spoken form through pair conversations, group discussions, presentations and written form through writing sentences using these demonstrative pronouns on worksheets. It showed that Mr. Adi incorporated several English language skills in the lessons he designed to involve implicit grammar teaching activities.

Mr. Adi also designed the lesson by considering the developmental stage and everyday experiences of young learners by choosing themes and topics that were meaningful and relevant to his students' lives. He narrated that he provided demonstrative pronouns as a practical and relevant topic in the theme 'How The World Works'. Within this, young learners described and identified objects around them using "this/that" and "these/those".

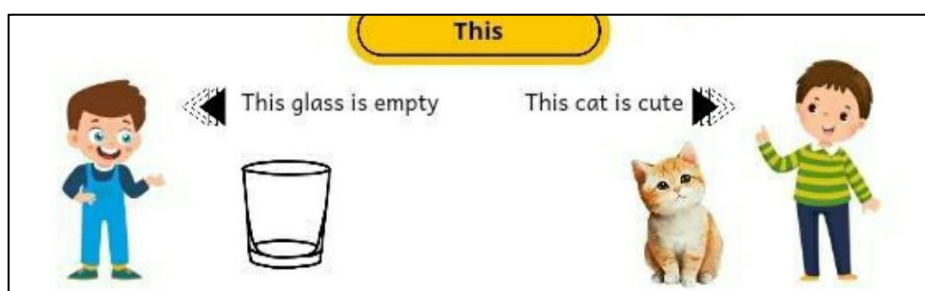


Figure 4.6 Illustration of the materials 'This'

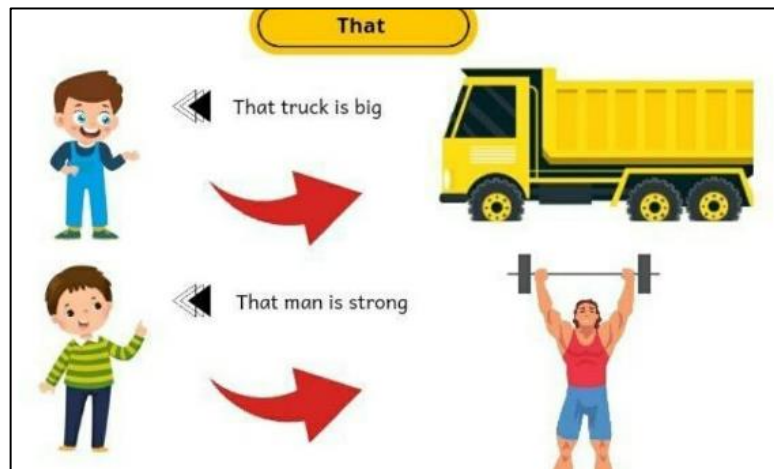


Figure 4.7 Illustration of the materials 'That'

In my view, the topics of describing and identifying objects that Mr. Adi employed, were reasonably relevant to the interests and experiences of young learners around 7-8 years old. They could relate these language constructs to things in their immediate environment and surroundings. The grammar concepts of demonstrative pronoun ("this/that," "these/those,") and also Singular Plural ("there is/there are") were presented simply with visuals, videos, and examples. This approach was suitable for the age and cognitive development of the target group of the second graders who were still developing abstract thinking abilities.

To address different learning styles, Mr. Adi decided to use a variety of activities and materials. As I mentioned before, Mr. Adi incorporated videos to introduce new grammar concepts visually and aurally. He also selected a video that demonstrated the use of "this/that," also "these/those," and "there is/there are," in everyday contexts. Mr. Adi narrated that he also used flashcards and interactive slides to provide visual stimuli. He created the slides with images and sentences that used "there is/there are" (Singular/Plural), allowing students to see and read examples.

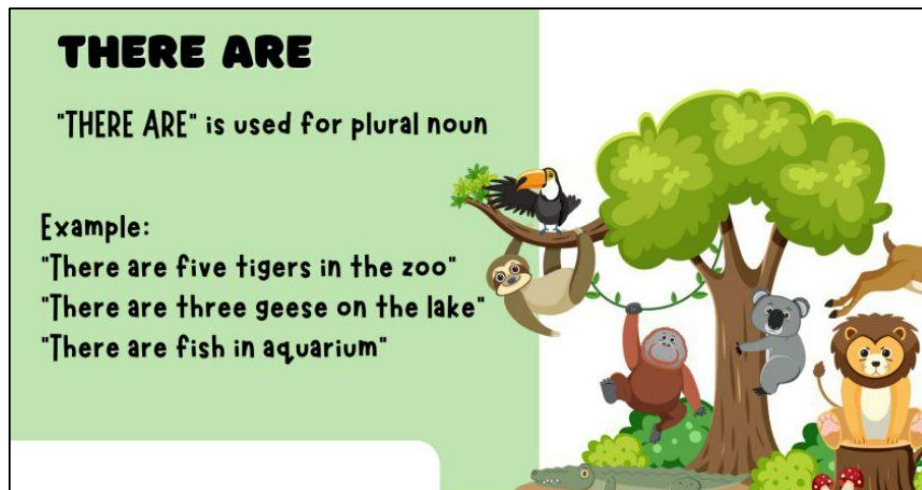


Figure 4.8 Part of the interactive slides

Mr. Adi also gathered real classroom items to provide concrete examples. He planned activities where students could physically point to objects and use "there is/there are," also demonstrative pronoun "this/that" and "these/those," in sentences. It demonstrated that those materials were designed to be age-appropriate and visually appealing.

Noticing interactive activities, it was one of the things Mr. Adi considered in designing learning activities and materials that involved implicit grammar teaching in the class. He narrated that the main interactive activities included questioning each other using "this/that," "these/those," and "there is/there are,". So, the activities encouraged active participation and communication among young learners. Students had to ask and answer questions to each other using the target language structures.

They also worked in groups to complete worksheets that required collaboration through games-like activities. Mr. Adi had designed the activities that used group task which provided some pictures with additionally grammar aspects, preposition. His students had to make a sentence based on the picture using "There is/There are", in the correct arrangement of sentence structure.

Make good sentences using *there is/are* based on the following pictures

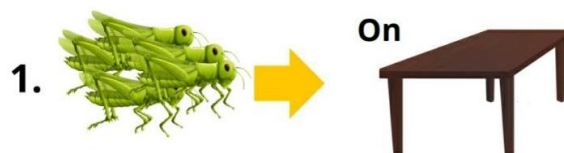


Figure 4.9 Part of the group worksheet

It showed that the implicit grammar teaching activities are designed through interactive activities to make learning fun and memorable for young learners. Using videos, flashcards, and hands-on worksheets with pictures helped make the concepts of grammar more engaging. It also could support Mr. Adi to deliver comprehensible input for his students.

Mr. Adi also paid attention to the use of technology in the activities he designed, particularly the role of multimedia in learning involving implicit grammar teaching. Multimedia tools were integrated into the activities and materials for his English lessons. It included digital media (e.g., PDF, Canva slideshow presentations), pictures/images (e.g., flashcards, worksheets), and YouTube videos.

Tools & Materials	Resources
<ul style="list-style-type: none"> ❖ Canva SlideShow Presentation ❖ Materi PDF ❖ Worksheet ❖ Flashcard ❖ Scissors and glue 	<ul style="list-style-type: none"> • Buku Tema 4 Semester 2 2023/2024 SD Tunas Unggul • https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/these-those • https://youtu.be/8snGZtXSQgE?feature=shared

Figure 4.10 Multimedia tools on the lesson plan

The pictures and flashcards provided visual representations to concretely demonstrate the grammar concepts. Then, the slideshow presentation allowed for an interactive way to explain the concepts and the video provided an engaging audiovisual method for introducing the target structures. It revealed that those multimedia tools involved in designing implicit grammar teaching activities to support the presentation of the grammar concepts in a concrete and engaging manner.

Mr. Adi also narrated that the essential aspect of designing implicit grammar teaching activities was providing scaffolding in the activities and materials. The scaffolding he designed provided a simple video introduction to demonstrative pronouns. It started with watching a video and identifying the pronouns, then moved on to creating sentences, and finally to using pronouns in sentences. Then, he explicitly instructed and explained the concepts in simply way and provided visual aids like flashcards and slides. He also provided feedback and support as needed, ensuring that students were not overwhelmed and could perform tasks independently by the end of the lesson.

In his view, the activities gradually increased in complexity, allowing learners to build on their prior knowledge and skills to absorb the grammar concepts. There were also temporary support structures provided by Mr. Adi to assist learners until they could perform tasks independently. These included teacher explanations and modeling, use of visual aids like flashcards, slides, worksheets, opportunities to practice with peers before independent work, and remedial options for students who needed more support.

Aligned with the temporary support structures for young learners, Mr. Adi narrated that he had designed the lesson to follow a clear structure, beginning with pre-activities that reviewed previous lessons and set the stage for new learning. During the main activities, students watched videos, practiced sentences, and participated in group tasks, all designed to reinforce their understanding of demonstrative pronouns. The session concluded with a reflection activity, where Mr. Adi and his students reviewed what they had learned, providing an opportunity for feedback and further reinforcement through some assessment.

Assessment was an integral part of Mr. Adi's teaching approach. Throughout the lesson, he designed formative assessments through interactive questioning and observations, ensuring that the students were grasping the concepts. At the end of the lesson, summative assessments in the form of worksheets and performance tasks provided a comprehensive evaluation of the students' progress. This structured approach to assessment ensured that the learning objectives were met and that each student's understanding was accurately measured.

Which could not be overlooked when teaching English to young learners, Mr. Adi narrated that he always considered engagement and motivation in designing implicit grammar teaching activities for young learners. The activities he designed, incorporated several elements that could promote engagement and motivation, such as multimedia components that made the lessons more interactive and appealing. Then, communicative practice kept learners actively involved, like asking and answering questions with peers. Further, connecting language to visuals/realia made it more relatable for young learners.

Mr. Adi's approach to designing English lessons using implicit grammar teaching strategies was systematic and student-centered, focusing on gradual, theme-based introductions of grammar concepts to ensure comprehensive and engaging learning experiences. By embedding grammar within relevant and relatable contexts, using various materials and interactive activities, and integrating key language skills, he catered to different learning styles and maintained the student engagement.

2) Executing the Plan of Implicit Grammar Teaching Activities

After hearing how Mr. Adi considered and paid attention to various aspects in designing learning activities that involved implicit grammar teaching, I asked the next question to him, "*Lalu, bagaimana Bapak mengimplementasikan implicit grammar teaching activities yang telah Bapak rancang, dalam proses pengajaran bahasa Inggris untuk young learners?*" (Then, how do you implement implicit grammar teaching activities that have been designed, in the process of teaching English to young learners?).

Mr. Adi began to share his story about how he implemented these activities and materials in a learning process that involved implicit grammar teaching strategies. His story was also supported by the observations I conducted while Mr. Adi was teaching in the classroom and aligned with his previous story in designing the activities and materials which had narrated based on the interview session and the result of document analysis.

Mr. Adi narrated that he started to open his English lesson as he always did, by asking his students how they were feeling that day. I could really see that the students responded eagerly, their faces lighting up with smiles. Mr. Adi knew the importance of connecting with his students right from the start, so he led them into a lively ice-breaking session with games to made everyone laugh and focus. For instance, Mr. Adi used ice-breaking and games, such as *Suit Jepang* (Rock Paper Scissors) to ensure all students were involved and contributed to warm-up activities during the learning process.

With the room buzzing with energy, Mr. Adi always reminded the class about the rules and etiquette in his English class before jump to the main activity of the lesson. He then seamlessly transitioned into reviewing the previous lesson. “Who can tell me what we learned last week?” he asked.



Figure 4.11 Asking question to review the previous lesson

Hands shot up, and the room filled with excited voices. In the previous meeting, they had been learning about the use of "there is," indicating the concept of singular implicitly.

To reinforce their understanding, Mr. Adi provided comprehensible input by presenting an animal pictures in the interactive slides on the TV screen. “Who can make a sentence based on this picture? Anyone, who still remember?” he asked, pointing to an image on the screen he presented. The students eagerly volunteered, constructing sentences with “there is.” Mr. Adi's gentle encouragement and the visual aids helped solidify his students grasp of the concept.



Figure 4.12 Asking the students to make a sentence based on the picture

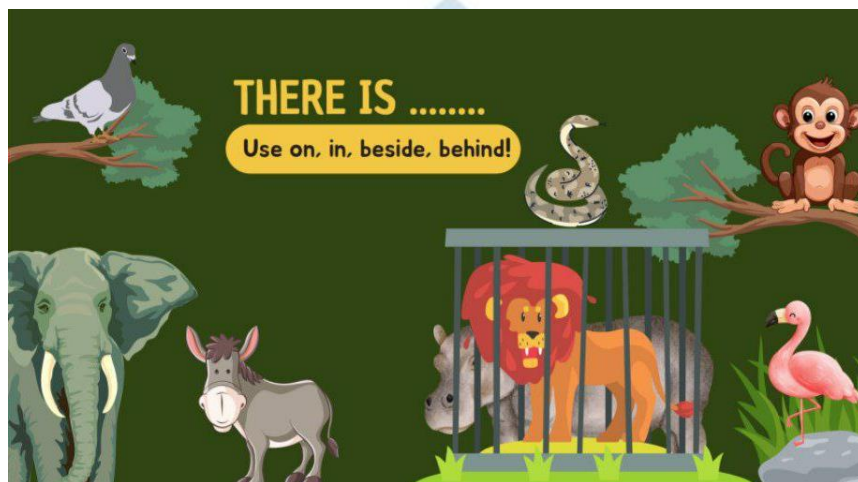


Figure 4.13 The Animals pictures on the screen

Mr. Adi then transitioned into pre-activities designed to provoke interest and elicit curiosity. Mr. Adi narrated that he typically began with a video or text that prompts students to make predictions and engage with the material.

“Pertama, saya ngasih video dulu sebagai pre-activities juga provocation. Bisa video atau teks atau apalah biar anak-anak tuh menerka-nerka terlebih dahulu. Nah setelah itu, diberi pertanyaan atau provocative questions mengenai video atau teks tersebut.”

[First, I show a video as a pre-activity, as a form of provocation. It could be a video, a text, or anything that gets the kids guessing and thinking beforehand. Then, I ask questions, provocative questions about the video or text.]

During the process when I observed the classroom, the lesson then took a turn towards reading comprehension for young learners. Mr. Adi presented a simple paragraph consisted of some sentences that used "there is/there are" and also the

additional grammar aspect, prepositions. The students read the passage together, their voices harmonizing. As they read, Mr. Adi used expressive gestures to highlight key words. “There are many animals,” he said, spreading his arms wide to illustrate the concept of 'many.' The students’ eyes widened with understanding.



Figure 4.14 Presenting the simple paragraph for Reading comprehension

Connecting the lesson to their real lives, Mr. Adi asked, “Who has been to Lembang Park Zoo?” Almost all the hands went up. “Did you see a huge cage with many birds?” The children responded with a chorus of “yes!” Their enthusiasm painted a vivid picture of their zoo experiences. This real-world connection made the lesson come alive.

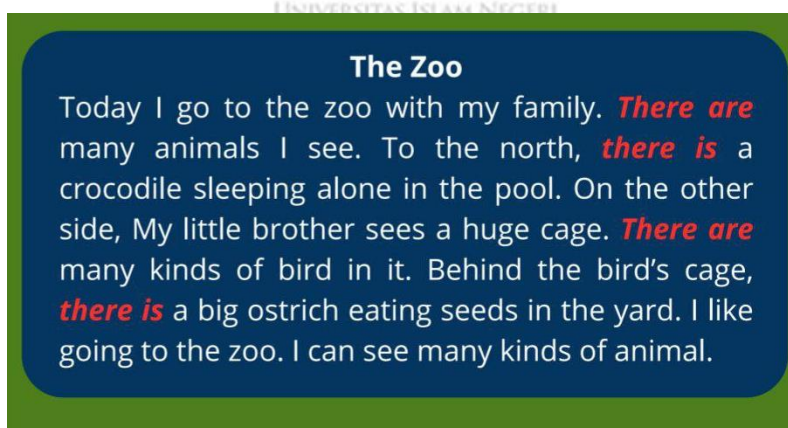


Figure 4.15 The simple paragraph on the screen

Mr. Adi directed his student attention back to the paragraph on the screen. He had cleverly highlighted "there is" and "there are" in different colors. “Do you notice anything different about these words?” he asked. A thoughtful silence

followed as the students pondered the question. Finally, one bright student exclaimed, “‘There are’ means more than one, and ‘there is’ means only one, Sir!” Mr. Adi smiled, pleased with the insight.

Mr. Adi narrated that the activities were followed by a series of provocative questions (*Pertanyaan Pemantik*) that had been designed in the lesson plan, aimed at stimulating critical thinking and peer interaction.

Provocation (Pertanyaan Pemantik)
<ol style="list-style-type: none">1. Look at the picture and make a sentence using word “there is”?2. in the paragraph, we see the word there is and there are. What makes both of them different?

Figure 4.16 Provocative questions on the lesson plan

Through these questions, students were encouraged to discern correct sentence structures indirectly. For example, he asked students to identify whether certain statements were correct or incorrect and to justify their reasoning. As they grappled with these questions, they began to implicitly understand grammatical rules.

“Berarti anak-anak itu secara tidak langsung sudah menangkap struktur kalimat atau grammar yang seharusnya seperti apa, tapi belum tau mereka ini tuh apa. Selanjutnya nanti saya biasanya pakai slide, karena mereka sudah punya prior knowledge tuh secara implisit. Baru kita bisa menjelaskan secara langsung bahwa yang ini namanya Plural, yang itu namanya Singular. Namun secara pelan-pelan dan sekedar untuk mengenalkan konsep sederhana yang bisa membantu mereka membedakannya”

[This way, the children indirectly grasp the sentence structure or grammar without realizing it. They don’t know what it is yet, but they start to get the feel of it. Next, I usually use slides. Since they already have some implicit prior knowledge, we can then explicitly explain the concepts. For instance, introducing terms like Plural and Singular slowly, just to familiarize them with these simple concepts and help them differentiate.]

Then, Mr. Adi gave further input to this learning by naming the grammatical concepts with "singular" and "plural" through the interactive slides. He aimed to introduce the simply concept as a component that could complete sentence

structures involving the use of "there is" and "there are" and make it easier for young learners to identify the differences between them.



Figure 4.17 Introducing the concept of Singular/Plural

Mr. Adi also reinforced his students through group activities and games. Mr. Adi ensured that every student comprehended the lesson content through collaborative activities that involved working together on tasks. So, he could create a space for reflection after completing the activities.

“Lalu, saya kasih semacam game atau semacam aktivitas berkelompok karena kan gak semua langsung mengerti. Jadi, bikin kelompok untuk mengerjakan aktivitas secara bersama-sama. Contohnya membuat kalimat dari gambar yang saya kasih. Terus di akhir bisa jadi buat refleksi tuh.”

[Afterward, I introduce a game or group activity because not everyone understands right away. So, I form groups to work on activities together. For example, creating sentences from pictures I provide. At the end, we might have a reflection session.]

In promoting meaningful interaction during implicit grammar activities, Mr. Adi emphasized the importance of communicative learning strategies. He narrated that he preferred pair work over larger group activities because it allowed for more active participation and individual attention.

“Communicative learning seperti diskusi, bisa pairs, biasanya lebih efektif, lebih dari pada yang group dengan jumlah siswa lebih dari dua. Karena kalau berpasangan itu lebih terlihat mana yang aktif sama yang gak aktif atau bisa paling maksimal tiga siswa.”

[Communicative learning, such as discussions in pairs, is usually more effective than larger groups. In pairs, it's easier to see who is active and who isn't, or at most, three students in a group.]

Mr. Adi also narrated that he involved videos, especially animated ones like "English Sing Sing," were frequently used to cater to the visual learning preferences of young learners. These videos served as engaging tools that presented conversational contexts in a fun and relatable manner, aiding in the absorption of grammatical structures through visual and auditory stimuli. He aimed to align the activities with the characteristics of young learners: Visual Learners.

“Lalu lebih sering itu nonton video karena kan kita menggunakan media yang mendukung young learners sebagai visual learner. Contoh videonya, ada yang percakapan atau yang kartun-kartun animasi gitu, bahkan mereka itu kalau videonya orang native yang ngomong kurang tertarik, paling kartun kayak English Sing Sing.”

[We often watch videos because using media supports young learners as visual learners. For example, videos could be conversations or animated cartoons. They are usually more interested in cartoons like "English Sing Sing" rather than native speakers talking directly.]

To help students notice grammatical structures during implicit grammar activities, Mr. Adi narrated that he employed a series of questioning and repetition techniques. He often revisited previously taught material, prompting students with questions that required them to distinguish between different grammatical forms such as "there is" and "there are." Repetition was used as a key strategy in his teaching, as it helped to reinforce grammatical patterns.

“Lagi-lagi mereka diberi pertanyaan kayak kemarin, “there is/there are” coba bedanya apa setelah mereka bisa tahu melalui pre-activities di awal, lalu kita bisa menjelaskan lebih lanjut dengan gambar atau objek yang jumlahnya berbeda, “kira-kira kalau jumlahnya ada satu, coba lihat teks nya “is” atau “are”. Jadi melalui pertanyaan juga repetition sih. Saya berusaha ulang-ulang terus contoh kalimatnya dan seolah-olah mengingatkan mereka.”

[Again, they are asked questions like yesterday, “there is/there are,” and they try to figure out the differences. After they grasp this through the initial pre-activities, we can explain further using pictures or objects of varying quantities. For instance, “If there’s only one, look at the text. Is it ‘is’ or ‘are’?” Through questions and repetition, I continuously provide sentence examples and gently remind them.]

To make the concept even clearer, visual aids, such as pictures and objects, were used to demonstrate these concepts concretely. Mr. Adi used several enhanced input techniques to emphasize grammar points. He highlighted specific grammar aspects, such as "there are," using visual aids to illustrate these concepts, continued the previous lesson about "there is".



Figure 4.18 Illustration of the material 'There are'

Further, during the learning activities, he also created example sentences using "there is/there are" with objects present in the classroom. This enabled his students to grasp the sentence structure through examples around them. Mr. Adi picked up a marker. "There is a marker on the table," he said. Then, he added another marker. "Now, how many markers are there?" The children shouted, "There are two markers on the table!" The use of real objects also helped them understand the difference between singular and plural in a tangible way.



Figure 4.19 Using some markers as the object of an example

Mr. Adi also introduced a playful game. “If I say ‘there is,’ only one person stands up. If I say ‘there are,’ everyone stands up.” The room filled with laughter as the students eagerly participated, standing and sitting based on Mr. Adi’s prompts. The game reinforced their learning while keeping the atmosphere lively and fun.

After Mr. Adi tried to deliver comprehensible input to his students through various strategies step-by-step, he provided a games-like activity to help them maintain the concepts they had learned. The class was divided into four groups, each group receiving five pictures and a chart. “You have fifteen minutes to make sentences based on these pictures,” Mr. Adi instructed. The groups buzzed with activity, negotiating meaning and collaborating to complete their tasks. This exercise fostered a sense of teamwork and communication among the students.



Figure 4.20 Working in group to make sentences based on the given pictures

At that moment, I could see that students actively participated in the group work. The activities were age-appropriate and engaging, successfully capturing the students' interest and motivation. This interactive approach fostered a supportive and low-pressure environment conducive to natural language acquisition. Then, Mr. Adi gathered everyone’s attention for a review session to guide them in distinguishing between singular and plural forms based on the games-like activity they had completed in groups. This collective review helped reinforce their learning.

Mr. Adi also narrated that his approach to implicit grammar teaching also provided scaffolding which played a crucial role in the learning process. He began with group activities where students who understood the material could support those who were struggling. This collaborative learning environment fostered peer guidance and shared knowledge construction.

“Siswa bisa diberi soal yang akan dikerjakan secara berkelompok, belum ke individual worksheet. Kenapa berkelompok, agar siswa yang paham itu bisa nge-guide teman-teman yang belum paham. Misalnya setelah udah paham kan bertahap ya, tahapnya pertama kita udah ngebangun prior knowledge nya dulu lewat video, text, dan semacamnya. Setelah itu, karena kemampuan siswa yang berbeda-beda dalam memahami apa yang disampaikan, jadi dibuat kelompok agar yang masih kurang pemahamannya bisa ke-guided dan sharing dengan teman-teman yang lebih paham.”

[Students can be given tasks to work on in groups first, rather than individual worksheets. The group work allows those who understand to guide those who don't. Once they've grasped the concepts—first by building prior knowledge through videos, texts, and similar activities—they can then collaborate in groups where peers with better understanding can help others.]

Besides providing the videos and text as the scaffolding for his young learners, he also encouraged his students to assist each other, creating a classroom culture of mutual support. After group activities, Mr. Adi transitioned to individual tasks where students applied their understanding independently, further reinforcing their learning through practice and repetition.

“Dalam aktivitas tersebut saya suka mengingatkan dengan berbicara “Tell me if there is someone who doesn't help you” jadi mereka itu pada saling bantuin kadang mereka nulis satu-satu secara bergantian, bekerja sama. Contohnya satu kalimat satu orang walaupun belum paham sepenuhnya, tapi mereka bisa saling melihat kalimat yang dibuat oleh satu sama lain. Setelah itu, baru deh kan di akhir kita kasih individual worksheet dengan cara mereka disuruh untuk membuat kalimat sendiri-sendiri.”

[During these activities, I often remind them by saying, “Tell me if there is someone who doesn't help you,” encouraging them to assist each other. Sometimes they take turns writing sentences, working together. For instance, one sentence per person, even if they don't fully understand it yet, they can learn by seeing each other's sentences. Afterward, we give them individual worksheets where they create their own sentences independently.]

To encourage language output and production, Mr. Adi narrated that he tailored activities to align with specific learning goals. He incorporated various forms of language production, such as writing multiple sentences to demonstrate understanding and speaking exercises where students presented or read aloud their sentences. He also narrated that peer teaching was another strategy he employed, where students explained concepts to their peers, reinforcing their own understanding while helping others. In Mr. Adi's view, this method not only promoted active use of the language but also built confidence and reinforced the learned material through teaching.

Mr. Adi effectively employed grammar-focused games as one of the activities that facilitated language production. Mr. Adi introduced a Scrabble word game, where students were required to construct sentences from given words.



Figure 4.21 Conducting Scrabble word game

Each group worked together to arrange words into correct sentences in front of the class. Once a group succeeded, they read their sentence aloud, discussing whether it was singular or plural and explaining their reasoning. The room was filled with animated discussions and shared triumphs.

As the class neared its end, Mr. Adi handed out individual worksheets, explaining each section in detail. He gave examples first, ensuring that everyone understood the task.



Figure 4.22 Completing individual worksheet

The students were given fifteen minutes to work individually, and they eagerly bent over their papers. Through this activity, Mr. Adi narrated that he could gain deeper insight into each student's understanding of the material, including the grammar concepts presented in that session.

Throughout the lesson, Mr. Adi's approach was a blend of warmth, creativity, and careful scaffolding. By the end of the class, his students not only understood the grammatical concepts but also felt confident in using them. I also felt delighted to have witnessed directly Mr. Adi's implicit grammar teaching strategies in the classroom, which allowing students to learn through meaningful and engaging activities. They had learned in a fun way, through collaboration and real-world connections, which made the lesson an adventure in discovery and understanding.

Overall, Mr. Adi's approach to teaching English through implicit grammar techniques is comprehensive and student-centered. He effectively combined multimedia resources, interactive questioning, and collaborative learning to foster a deep and implicit understanding of grammatical structures among young learners. Through continuous scaffolding and opportunities for language production, he ensured that students not only grasped but could also apply grammatical concepts in various contexts.

e. Navigating the Challenges

As an EYL teacher, Mr. Adi faced several challenges when he first implemented implicit grammar teaching for young learners. His primary concern

was whether the students would grasp the grammatical concepts without direct instruction. He believed in the principle of implicit learning for young learners, but he could not deny his worries about involving implicit grammar learning in this approach.

“Ya itu kesulitannya. Anak-anak ngerti nggak ya dengan apa yang telah saya sampaikan. Tapi alhamdulillah ketika di tes bareng-bareng, dari 100 persen paling yang kurangnya 5 persen. Kan ada yang baru belajar atau mengenal struktur grammar tersebut, tapi ada juga yang sudah paham dan mengenalnya. Sehingga kemampuan siswa yang berbeda-beda pun menjadi tantangan. Karena memang anak-anak pemahamannya berbeda-beda Jadi khawatir materi yang diberikan tidak sampai ke semuanya.”

[Yes, that was the difficulty. Did the children understand what I was saying? But thankfully, when we tested it together, out of 100 percent, at least 5 percent were a bit behind. Some were just learning or getting to know the grammar structures, while others were already familiar with them. Thus, the varied abilities of the students also became a challenge. Because of the different levels of understanding, we were worried that the material wouldn't reach everyone.]

He also noticed that children's comprehension varied significantly; some students quickly caught on, while others struggled to form correct sentences. This variability often left him worried about the effectiveness of his teaching methods. Nevertheless, he continued to strive to create lessons involving implicit grammar teaching activities for young learners so they could grasp the concepts enjoyably.

To overcome these challenges, Mr. Adi always checked the students' understanding using various strategies. One of these was implementing extensive use of group activities and peer teaching. He would present the class with a simple problem or a set of images related to the grammatical structure they needed to learn.

“Kita bisa kasih tugas lebih untuk anak-anak yang masih kurang menguasai materi. Kita juga menggunakan peer teaching, diskusi secara berkelompok. Kita berusaha agar siswa yang masih kurang pemahamannya mendapat bantuan dari temannya yang lain melalui peer teaching ini. Hal tersebut dilakukan agar yang bisa tetap mempertahankan pemahamannya juga agar tidak lupa. Dan yang belum bisa jadi bisa.”

[We could give more tasks to the children who haven't mastered the material yet. We also use peer teaching and group discussions. We try to ensure that students who lack understanding get help from their peers through peer teaching. And those who can maintain their understanding shouldn't be forgotten. And what was previously impossible might become possible.]

The students were encouraged to discuss and create sentences in groups, regardless of whether they were correct initially. This collaborative approach allowed students to learn from one another, with more knowledgeable peers guiding those who found the material challenging. Eventually, through this strategy, he also reflected on the students' abilities and provided significant feedback on the grammar concepts learned.

Further, Mr. Adi integrated engaging activities such as games and flashcards into his lessons. These served as scaffolding to support the comprehensible input provided to young learners. For example, he used flashcards to help students construct sentences, focusing on correct grammar usage.

He found that by turning grammar lessons into a game, students were more motivated and retained the information better. This method not only made learning fun but also reinforced the grammatical structures through repeated practice in a supportive environment.

In any case, he also felt the benefits of teaching English involving implicit grammar teaching activities. He believed it made it easier for him to deliver learning input to young learners.

“Pembelajaran tersebut dapat memudahkan saya dalam mengajar, nggak banyak ceramah atau menjelaskan. Kan lebih banyak aktivitas yang melibatkan siswa secara aktif untuk berpartisipasi ya. Jadi, kita sebagai guru bisa dengan mudah mempersiapkan kegiatan selanjutnya. Kalau misalnya full penjelasan, yang pertama bosan, yang kedua nanti kita akan kehabisan materi.”

[This kind of learning makes it easier for me to teach, without a lot of lecturing or explaining. There are more activities involving students actively participating. So, as teachers, we can easily prepare the next activity. If we were to explain everything fully, first, the students would get bored, and second, we'd run out of material.]

Mr. Adi also realized that the benefits of learning involving implicit grammar activities were not just felt by him, but also by the young learners. The learning process made it easier for them to absorb grammar concepts and increase their critical thinking skills.

“Pembelajarannya itu memudahkan dalam membangun prior knowledge anak tentang konsep grammar in a fun way. Terus juga membuat anak itu jadi kritis

bertanya. Jadi kalau misalnya mereka sudah kritis dan mau bertanya, berarti mereka curious kan. Kalau sudah curious, anak itu pasti mau mencari, akhirnya kan jadi ada rasa ingin tahu dan bertanya”

[This learning makes it easier to build children's prior knowledge about grammar concepts in a fun way. It also makes children more critical in asking questions. So, if they are critical and want to ask questions, it means they are curious, right? Once they are curious, they will want to search, and eventually, they will have a desire to learn and ask questions.]

Mr. Adi's experience with implementing implicit grammar teaching for young learners highlighted significant challenges. Despite initial concerns about students' ability to grasp grammatical concepts without direct instruction, his innovative strategies, such as group activities, peer teaching, and the use of engaging tools like games and flashcards, proved effective. These methods not only addressed the diverse comprehension levels among students but also made learning enjoyable and more effective.

By fostering a collaborative and supportive learning environment, Mr. Adi successfully enhanced his students' understanding and retention of grammatical structures, demonstrating the potential benefits of implicit grammar teaching in early education.

f. Reflections on Teaching Young Learners: Mr. Adi's Insights

As our session was coming to an end, I asked Mr. Adi about the positive experiences he had while teaching English to young learners, especially in activities involving implicit grammar teaching. He shared his experiences with an emotional expression that accompanied his words.

“Saya sangat senang ketika anak-anak itu sudah bisa membuat kalimat dari konsep grammar yang saya ajarkan. Contohnya di materi, there is/there are atau demonstrative pronouns. Merasa sukses gitu ya, karena yang pertama anak-anak bisa menyusun kalimat. Mereka juga bisa menggunakannya secara langsung secara meaningful dalam kegiatan pembelajaran. Apalagi ketika anak-anak aktif dalam bertanya dan juga menjawab pertanyaan ya.”

[I was very happy when the children could make sentences from the grammar concepts I taught. For example, in materials like there is/there are or demonstrative pronouns. It felt like a success because, firstly, the children could construct sentences. They could also use them meaningfully in the learning activities. Especially, when the children were active in asking and

answering questions.]

Mr. Adi felt successful in his teaching and experienced a positive energy that brought him happiness as a teacher of young learners. Seeing his students' abilities to grasp and use the grammar concepts he taught implicitly, Mr. Adi considered it an extraordinary achievement for him.

After sharing his positive experiences, Mr. Adi gave me valuable advice on how to teach young learners. As a future teacher, this advice would be very beneficial for me.

“Jangan sampai kita ngajar se-idealis mungkin, tapi hal itu tidak disukai oleh anak. Jadi kita harus, ya meaningful tadi, harus masuk dunia anaknya dulu. Kita gak bisa maksain kehendak kita. Jadikanlah pembelajaran itu masuk ke dunia mereka. Karena suksesnya kita mengajar juga itu tergantung respon anak-anak kepada kita. Jadi suksesnya seorang guru itu adalah guru yang dirindukan keberadaannya.”

[Don't teach in the most idealistic way if it's not liked by the children. We have to be meaningful and enter the children's world first. We can't force our will. Make the learning fit into their world. The success of our teaching depends on the children's response to us. So, the success of a teacher is being the teacher who is missed by the students.]

Mr. Adi's closing statement touched my heart deeply. I was very grateful to Mr. Adi for the valuable advice he gave. I thanked him. In our final meeting, apart from questions, time compelled us to part ways and end the interview session.

B. Discussion

The discussion is guided by the research questions and grounded in the theoretical framework that underpins the study, drawing connections between the participant's experiences and the existing literature on language teaching and acquisition.

In this discussion, I will elaborate on how the stories woven above represent answers to my curiosity. The curiosity that eventually became the research questions in this study, was firstly about the EYL teachers' experiences in designing activities which involve implicit grammar teaching. Second, about the EYL teachers' experiences in implementing implicit grammar teaching activities.

1. Designing Implicit Grammar Teaching Activities for Young Learners

Designing implicit grammar activities for young learners was a nuanced process that required careful consideration of various educational theories and practical strategies. Mr. Adi's approach to creating these activities exemplified the integration of theory and practice in teaching grammar implicitly. His journey began with the understanding that young learners acquired language most effectively through engagement in meaningful and communicative activities rather than through explicit instruction of grammatical rules.

Firstly, Mr. Adi's initial step in designing implicit grammar teaching activities involved selecting themes and topics that were relevant to the students' lives. He recognized that children were more likely to grasp and retain grammatical structures when they were embedded in contexts, they found interesting and familiar. This approach aligned with the principles of meaningful learning, as emphasized by Pinter (2017), who argued that young learners benefited from activities that were connected to their personal experiences and interests. By incorporating everyday situations into his lessons, such as identifying objects around the classroom, Mr. Adi ensured that the grammar being taught was immediately applicable to the students' lives.

For instance, Mr. Adi planned activities where students could use "there is," and "there are", and also demonstrative pronouns (this/that and these/those) in a natural and interactive manner. He designed tasks where students would physically point to objects and use the target language structures in sentences. This approach was consistent with Cameron's (2001) assertion that implicit grammar teaching involved exposing learners to grammatical structures in meaningful situations and communicative actions.

Second, Mr. Adi's lesson design also involved careful alignment with the curriculum goals and learning objectives for each session. By having clear objectives, such as ensuring students could use demonstrative pronouns correctly by the end of the lesson, he provided a focused framework for both teaching and learning. This objective-oriented approach was grounded in principles of backward design, where the objectives should be specific, achievable, relevant, and time-

bound, ensuring that they aligned with the overall curriculum goals (Scott & Ytreberg, 1990). The clear objectives helped students understand the purpose of their activities and gave them a concrete goal to work towards, which was essential for maintaining motivation and direction in young learners.

Third, Mr. Adi's approach to integrating language skills in his lessons also reflected best practices in language teaching. By incorporating listening, speaking, reading, and writing activities, he provided a holistic language learning experience that mirrored real-life language use. This integrated approach was advocated by Cameron (2001), who emphasized the importance of developing multiple language skills simultaneously to support overall language competence. Through activities such as watching videos, group discussions, and writing exercises, Mr. Adi ensured that students practiced using the target language in various contexts, reinforcing their learning and enhancing their communicative competence.

Fourth, Mr. Adi's consideration of his students' developmental stages was evident in his selection of themes and topics that were meaningful and relevant to their lives. By focusing on practical topics like describing and identifying objects around them, he provided a context that was both relatable and accessible to his students. This approach aligned with Pinter's (2017) emphasis on the importance of interaction, play, and exploration in young learners' cognitive and developmental stages. The grammar concepts were introduced through visuals, videos, and examples, which supported the young learners' still-developing abstract thinking abilities.

In addition, Mr. Adi's attention to age appropriateness in his lesson design reflected a deep understanding of the unique needs of young learners. By choosing themes and topics that were meaningful to the students, he made the learning process more engaging and relevant. For example, using everyday objects and scenarios to teach demonstrative pronouns helped students see the practical application of what they were learning. This approach was supported by research indicating that young learners benefited from lessons that were connected to their real-life experiences (Cameron, 2001). By grounding lessons in familiar contexts, Mr. Adi enhanced the students' ability to understand new language concepts.

Fifth, Mr. Adi incorporated a variety of materials, including videos, flashcards, and hands-on worksheets to cater to different learning styles. Harmer (2007) and Brewster et al. (2004) highlighted the importance of using media and materials that enhanced engagement and facilitated better understanding. The integration of multimedia tools such as YouTube videos and digital presentations provided an engaging and concrete way to present language concepts, making the grammar more meaningful and easier to grasp for young learners.

Sixth, interactive activities were a cornerstone of Mr. Adi's lesson design. These activities promoted active participation and communication among students, making learning more dynamic and memorable. Techniques such as group discussions, pair conversations, and games encouraged students to use the target language in a social and interactive context. Vygotsky's (1978) social development theory underscored the importance of social interaction in cognitive development. By fostering a collaborative learning environment, Mr. Adi helped students develop their language skills through meaningful social interactions, which was crucial for young learners.

Seventh, the use of games and interactive activities in Mr. Adi's lessons also played a significant role in creating a communicative environment, reducing anxiety, and making learning enjoyable. Language games created a relaxed and fun environment where students could practice new language structures without the pressure of formal assessment (Wright et al., 2006). This approach aligned with Krashen's (1985) affective filter hypothesis, which posited that a low-anxiety learning environment facilitated language acquisition. By incorporating games, Mr. Adi was able to create a positive and supportive atmosphere that encouraged students to experiment with language and take risks in their learning.

Eighth, the integration of technology in Mr. Adi's lessons provided additional support for young learners. He used multimedia tools such as videos and digital presentations to illustrate grammar concepts in a concrete and engaging manner. Research had shown that multimedia learning could significantly enhance comprehension and retention, particularly for young learners who benefited from visual and auditory stimuli (Tomlinson, 2013). By leveraging technology, Mr. Adi

was able to present language concepts in a way that was both appealing and effective, keeping students engaged and facilitating deeper understanding.

Moreover, the use of varied materials and multimedia tools in Mr. Adi's lessons catered to different learning styles and preferences. Visual learners benefited from videos and flashcards, while kinesthetic learners engaged with hands-on activities and interactive slides. By incorporating diverse materials, Mr. Adi ensured that each student had the opportunity to engage with the content in a way that suited their individual learning style.

Ninth, a crucial aspect of Mr. Adi's design was the scaffolding provided in the activities and materials. He introduced the grammar concepts gradually, starting with simple video introductions and moving towards more complex tasks like creating sentences and using pronouns in conversations through meaningful context. This incremental approach was supported by Vygotsky's (1978) Zone of Proximal Development (ZPD) hypothesis, which suggested that learning occurred best when children were engaged in tasks just beyond their current abilities with appropriate support. By providing feedback and support, Mr. Adi ensured that students were not overwhelmed and could eventually perform tasks independently.

Furthermore, he provided various forms of support, such as teacher explanations, visual aids, and guided practice, to help students gradually build their understanding and skills. Bruner's (1978) concept of scaffolding emphasized the importance of providing temporary support to learners as they developed new skills and knowledge. By gradually removing this support as students became more proficient, Mr. Adi ensured that they were able to achieve independence in using the target language structures. This incremental approach helped prevent students from feeling overwhelmed and promoted a steady progression in their language learning.

Tenth, Mr. Adi's structured assessment methods in the lesson plan embodied a balanced approach to language teaching. Mr. Adi's use of formative assessments through interactive questioning was a practical application of the communicative approach to grammar teaching, where learners engaged in meaningful language use while receiving immediate feedback. This method not only aided in the

internalization of grammatical structures but also enhanced learners' ability to apply these structures in spontaneous communication (Richards & Rodgers, 2001). Additionally, summative assessments used by Mr. Adi served to provide a comprehensive evaluation of students' progress, ensuring that learning objectives were met.

Lastly, Mr. Adi incorporated strategies to promote engagement and motivation, which were critical components of successful language learning for young learners. The use of multimedia components made lessons more interactive and appealing, while communicative practices like asking and answering questions with peers kept learners actively involved. Long's (1996) Interaction Hypothesis supported this approach, emphasizing the role of meaningful interaction and negotiation of meaning in language development. Activities that connected language to visuals and realia made the learning experience more relatable and engaging for young learners, fostering a deeper understanding and retention of grammar concepts.

Building on these strategies, it was revealed that the approaches used in designing implicit grammar teaching activities for young learners aligned closely with established theories on communicative language teaching and meaningful contexts. These findings indicated a strong emphasis on introducing grammatical structures within communicative activities and meaningful contexts, rather than through explicit instruction.

The approaches highlighted in these discussions were consistent with Thornbury's (2001) assertion that integrating grammar into a communicative framework necessitated the use of authentic materials and real-life communication scenarios. This approach helped learners acquire grammatical structures naturally and use them dynamically. Similarly, the use of task-based activities and meaningful contexts, as noted by Ellis (2003) and Nassaji and Fotos (2011), supported the enhancement of grammatical accuracy and overall language proficiency through implicit grammar teaching.

Additionally, the findings supported Lightbown and Spada's (2013) view that implicit grammar teaching, by focusing on meaning rather than form, increased

learners' confidence and motivation, making grammar a tool for effective communication rather than an abstract set of rules. The use of techniques such as extensive reading, listening activities, and form-focused instruction within communicative tasks aligned with Krashen's Input Hypothesis and Long's Interaction Hypothesis, which emphasized the importance of comprehensible input and meaningful interaction in language acquisition (Krashen, 1985; Long, 1996).

Furthermore, the discussions aligned with the principles of implicit grammar teaching for young learners, which advocated for the use of engaging and interactive activities such as storytelling, games, and task-based learning (Pinter, 2017; Tomlinson, 2011). These activities provided rich, understandable input and created an environment conducive to natural language learning, as supported by Vygotsky's Zone of Proximal Development hypothesis (Vygotsky, 1978).

Therefore, the narrative research findings highlighted the effectiveness of Mr. Adi's methods in promoting language acquisition among young learners. His use of interactive, engaging, and contextually relevant activities created a rich language learning environment where students could develop their grammatical competence naturally. The integration of theory and practice in his lesson design ensured that students received comprehensive input and meaningful opportunities to use the target language, leading to improved language skills and confidence.

In conclusion, Mr. Adi's approach to designing implicit grammar activities for young learners demonstrated a thoughtful integration of educational theories and practical strategies. By selecting relevant themes and incorporating everyday contexts, he effectively engaged students and connected grammatical concepts to their real-life experiences. His use of interactive activities also fostered communicative competence and a dynamic and supportive learning environment. The incorporation of multimedia tools and scaffolding techniques further enhanced comprehension and retention, catering to diverse learning styles. Ultimately, his methods created a rich language learning environment that promoted the natural acquisition of grammar, boosting students' confidence and communicative competence.

2. Implementing Implicit Grammar Activities for Young Learners

In exploring the implementation of implicit grammar activities by EYL teachers, the narrative research on Mr. Adi's classroom provided insightful findings. Mr. Adi's approach to teaching grammar to young learners was marked by creativity, engagement, and a keen understanding of pedagogical theories that supported natural language acquisition. His methods aligned with the principles found in the literature, which advocated for an immersive, interactive, and contextual approach to language learning.

Firstly, Mr. Adi began his lessons by creating an environment that fostered comfort and enthusiasm. He started by engaging his students with questions about their feelings, followed by lively ice-breaking games that set a positive tone for the class through a communicative environment. This initial connection was crucial as it prepared the students for learning by lowering their affective filters, a concept emphasized by Krashen's Affective Filter Hypothesis (Krashen, 1982). By ensuring that students were relaxed and ready to participate, Mr. Adi set the stage for effective implicit learning.

Second, as the lesson transitioned into reviewing previously covered material, Mr. Adi used visual aids and direct questions to reinforce prior knowledge. For instance, he displayed pictures and prompted students to make sentences using "there is" and "there are," encouraging them to recall and apply what they had learned in a natural and meaningful context. This technique of revisiting and building on existing knowledge aligned with Vygotsky's concept of scaffolding (Vygotsky, 1978), where learners were supported through incremental steps that built on their current understanding.

Third, Mr. Adi's pre-activities often involved videos or texts that provoked curiosity and engaged students' predictive skills. By presenting content that prompted students to guess and hypothesize, he activated their cognitive engagement and prepared them for deeper interaction with the material. This approach was consistent with the theories of cognitive development by Piaget, who emphasized the importance of active engagement and discovery in learning (Piaget, 1952).

Fourth, reading comprehension activities were another cornerstone of Mr. Adi's implicit grammar teaching. He presented passages filled with demonstrative pronouns and prepositions, guiding students through collective reading sessions where expressive gestures highlighted key grammatical structures. By connecting these activities to real-life experiences, such as visits to the zoo, Mr. Adi made the learning relevant and memorable. This method of contextual learning was supported by Bruner's theory of constructivism, which suggested that learners construct new knowledge based on their experiences and interactions with the world (Bruner, 1966).

Fifth, interactive questioning and critical thinking exercises played a significant role in Mr. Adi's lessons. He asked students to discern the correctness of statements and justify their reasoning, fostering implicit understanding of grammar rules through dialogue and reflection. This technique was in line with meaningful learning, which encouraged students to explore and articulate their thought processes more relatable with their existing knowledge, thereby deepening their comprehension.

Sixth, to further consolidate learning, Mr. Adi introduced explicit naming of grammatical concepts such as "singular" and "plural" after students had implicitly grasped the structures through earlier activities. This gradual introduction of terminology helped solidify their understanding without overwhelming them. The practice of gradually transitioning from implicit to explicit instruction was supported by the research on language acquisition, which highlighted the importance of implicit learning followed by explicit clarification to enhance retention and understanding (Ellis, 2005).

Seventh, group activities and games were integral to Mr. Adi's teaching strategy. By forming groups and assigning collaborative tasks, such as creating sentences from pictures, he promoted peer interaction and cooperative learning. This approach not only made the learning process enjoyable, but also allowed students to learn from one another by reinforcing their understanding through social interaction. This method reflected Social Development Theory, which posited that social interaction is fundamental to cognitive development (Vygotsky, 1978).

In addition to his emphasis on communicative learning strategies, Mr. Adi often preferred pair work over larger group activities to ensure active participation and individual attention. By working in pairs, students were more likely to engage in meaningful dialogues and receive personalized feedback. This preference aligned with Long's Interaction Hypothesis, which asserted that language acquisition was facilitated through interaction and negotiation of meaning in communicative contexts (Long, 1996).

Eighth, Mr. Adi also utilized multimedia resources, particularly animated videos, to cater to the visual learning preferences of young children. These videos, such as "English Sing Sing," presented grammatical structures in an engaging and relatable manner, thereby enhancing students' absorption of the material.

Ninth, Mr. Adi employed questioning and repetition techniques to help students notice grammatical structures. He revisited previously taught material, prompting students to distinguish between forms like "there is" and "there are." Repetition reinforced these patterns, helping students internalize the rules implicitly. This method was consistent with Schmidt's Noticing Hypothesis, which posited that language learners need to consciously notice linguistic forms in the input for acquisition to occur through meaningful context (Schmidt, 1990).

Tenth, enhanced input techniques, such as using visual aids and real objects, further aided in making abstract grammatical concepts tangible for young learners. For example, Mr. Adi used markers to illustrate the difference between singular and plural forms, making the learning experience concrete and comprehensible. This practical application of grammar aligned with the Input Enhancement Theory, which suggested that highlighting certain features of the input can make them more salient to learners (Smith, 1993).

Eleventh, Mr. Adi's playful approach included grammar-focused games that added a competitive edge to learning. Games like Scrabble encouraged students to construct sentences from given words, fostering a deeper understanding of grammatical structures through engaging activities. This strategy leveraged the engagement hypothesis, which emphasized the importance of active and meaningful participation in the learning process (Swain, 1985).

Twelfth, Mr. Adi provided continuous scaffolding to support his students throughout the lesson in a meaningful way. By starting with group activities and gradually moving to individual tasks, he ensured that students received the necessary support while also encouraging the independent application of their learning through a communicative environment. This approach reflected Bruner's concept of scaffolding, where learners were provided with temporary support structures that were gradually removed as they became more proficient (Bruner, 1978).

Thirteenth, Mr. Adi incorporated strategies in promoting language output during the implicit grammar teaching process. He utilized both writing and speaking exercises to facilitate the language output of his students about the grammatical concepts in the lesson. Peer teaching was another strategy he employed, where students explained concepts to each other in communicative activities, reinforcing their own understanding while helping their peers. This method was supported by Swain's Output Hypothesis, which highlighted the importance of language production in facilitating language learning (Swain, 1995).

Overall, Mr. Adi effectively blended warmth, creativity, and careful scaffolding in his teaching approach. His use of multimedia resources, interactive questioning, and collaborative learning created a dynamic and supportive classroom environment. By the end of his lessons, students not only understood grammatical concepts but also felt confident in using them, having learned through meaningful and enjoyable activities.

Therefore, the results clearly emphasized the implementation of implicit grammar teaching for young learners through meaningful contexts and communicative activities. This approach aligned with contemporary educational theories which suggested that language acquisition is most effective when learners engaged in meaningful communication rather than rote memorization of grammar rules (Ellis, 2003; Nassaji & Fotos, 2011).

The activities described involved task-based learning and real-life scenarios, allowing learners to naturally acquire grammatical structures while actively participating in engaging, interactive tasks. For instance, pair work and small group

activities fostered active participation and individualized attention, which were crucial for effective language learning (Savignon, 2018). This method supported the idea that grammar should not be taught in isolation but integrated within communicative practices that reflected authentic language use (Richards & Rodgers, 2014).

These findings were in line with the theory that communicative approaches to grammar teaching enhanced both grammatical accuracy and overall language proficiency. They showed that when grammar was contextualized within meaningful activities, learners not only improved their linguistic competence but also their confidence and motivation in using the language (Ellis, 2012).

This perspective was echoed by Littlewood (2014) and Thornbury (2001), who advocated balancing form-focused instruction with meaningful communication. The approaches to implicit grammar teaching for young learners were rooted in communicative and contextual learning principles, aligning with theoretical frameworks that highlight the effectiveness of these methods in fostering grammatical development and communicative competence (Lightbown & Spada, 2013; Pawlak, 2012).

In conclusion, the narrative research on Mr. Adi's implementation of implicit grammar activities for young learners demonstrated a comprehensive and student-centered approach. His methods were deeply rooted in pedagogical theories that emphasized natural language acquisition, cognitive development, and the importance of social interaction and meaningful communication. By creating an engaging and supportive learning environment, Mr. Adi effectively facilitated the implicit acquisition of grammar, making the learning process both enjoyable and effective for young learners.

Through careful designing and implementation, Mr. Adi successfully promoted the natural acquisition of grammatical structures through meaningful context and communicative activities. This discussion underscored the importance of combining theoretical insights with practical strategies in designing and implementing effective language lessons for young learners, highlighting the value of implicit grammar teaching in early language education.