

THE EFFECTIVENESS OF PSS (PLAYS, STORIES, SONGS)
METHOD IN LEARNING ENGLISH AS A FOREIGN
LANGUAGE: AN EXPERIMENTAL STUDY AT STATE
MADRASAH IBTIDAIYAH 1 OF PALEMBANG

ABSTRACT

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The purpose of this study is to determine the effectiveness of the PSS method in teaching English as a foreign language at State Madrasah Ibtidaiyah 1 of Palembang. This study is also to determine the effect of PSS method in improving student learning outcomes. This research is a quantitative research using the classes that already exist as a group, both for the experimental class and the control class, which is estimated at the same condition. The experimental study class consisted of 36 students and a control class also consists of 36 students. The result of the analysis shows that the experimental class of 36 students on average score of 4.5 on the learning outcomes of pre-test and 5.97 at post-test. While the control class scored on average of 4.91 on the learning outcomes of the pre-test and 4.97 at post-test. The results of the SPSS hypothesis analysis that has been done in the paired samples t-test show that the mean of the experimental group is -1.472 with standard deviation 2.131. And t value is -4.145, while significant (2-tailed) of $0.000 < 0.05$. It can be concluded that rejected H_0 , and can be said that there is a significant difference of students' achievement before and after the application of PSS method.

Keywords: PSS method, learning outcomes

Introduction

The development of a child is a very important period. Parents, teachers, and citizens have equal responsibility in guiding and

directing the child in their development. Childhood is also a special time to apply basic skills, like language which has an important role in a child's life, from a very early age on into adult hood. According to Santrock three major processes are involved in a child's development: biological, cognitive, and socio-emotional (Santrock 2004, p. 29)

Language is one of the most important cognitive aspects in life needed to communicate with others. Language is a form of communication, whether oral, written, or gesture, which is based on a system of symbols (Santrock 2009, p. 86). From these opinions, the researcher finds that language is an important factor in life and it is language that makes the difference between humans and other creatures. Ability cannot be separated from the role of the brain that has been granted by God to man. The forebrain is the highest level of brain. It consists of a number of structures, including the cerebral cortex plays a critical role in many important human functions, such as perception, language, and thinking (Santrock 2004, p. 134)

In the cerebral cortex is where the process of perception, language and thought take place. Language development in children occurs through several stages, beginning, they age 3-6 months, in the form of babbling, language and vocabulary will increase at the age of dramatically over the years in the elementary school and by the end of primary school (Santrock 2009, p. 87)

There are many ways that can be used to optimize student English learning ability, and this is very important because the world changes from time to time very quickly. According to Ned Hermann (Lou Russell 2011, p. 99) the ability to use our mental powers more fully today is increasingly important. The change accelerates so quickly that people no longer are able to cope with one part of his brain.

Noam Chomsky (Santrock 2009, p. 73) states that humans have a nervous system and brain that learns language at a certain time and in a certain way. Some linguists see the remarkable similarities in the way children absorb languages around the world, although there is a wide variation in the language input they receive, and this provides strong evidence that language has a biological basis. An understanding of the parts of the brain is very helpful in optimizing intelligence in learning. Learning which is attractive, full of surprises, rich in context, and deals directly with life, tends to produce effective learning. Many scientists pay a lot of attention to all the things which will grow neurons as a repository of information. When the information has been used frequently, it will stimulate the growth of dendrites as a liaison from each of these neurons. Dendrites increase in size and number

when responding to skills which are learned, experienced, and informed (Judy Willis 2011, p. 2)

This understanding of the brain which is closely associated with foreign language learning is the focus of this study. I am the writer, of the opinion that foreign language teaching, especially English, is not showing maximum results. It can be seen from midterm examination score. The minimum score of students is 2 (2.7 percent), the maximum score is 7 (8.1 percent), at the most score is 3 and 4 (64.8 percent). Meanwhile, score 5 is 16.2 percent and score 6 is 5.4 percent. Most of students get low score, so it can be said that the learning outcomes still far from satisfactory. In the preliminary observations by the researcher on English learning, the researcher regards the teaching and learning process as centered on a fixed format "I talk and you listen." Students are just passive listeners though occasionally they are also required to follow what is mentioned by the teacher. The students lose the interest to learn because they were not given the opportunity to actively participate in the learning process. The teacher explains about the material being studied and asks the students to do exercises in their handbooks. Learning takes place in an open bowl format. In other words, students are kept informed without being redirected to think independently.

Start from the identification problem above, the researcher think that language learning should be direct contact with the language itself. A teacher becomes a facilitator between students and the language. And the interaction by which one person assists another to perform a function that he or she could not perform alone. At one level this refers to the collaborative process by which interaction constructs their conversation in such a way that language learners are able to produce linguistic forms that outside their existing competence. But at another level it refers more broadly to the social, cognitive, and affective support that interactions afford each other (Rod Ellis 1999, p. 19)

This has encourages the researcher to create a learning environment with joy and comfort in the classrooms, which will hopefully make the students brain able to process information and long-term memory. The researcher will also observe the student active attempted, motivate, the students to move forward, and to make them do their homework with their own will, by encouraging working on assignments given in the class. The researcher will assess the learning outcomes by providing a pre-test and a post-test.

This study uses the theory of social cognitive development by Vygotsky. This theory has direct implications on education. Vygotsky is well known as an educational psychologist who introduces the

sociocultural theory. This theory also states that the development of a child depends on the interaction of the child with the people around him and was instrumental in delivering something that helps them foster cultural views. Vygotsky's theory is centered on the argument that it is social relations with the community and culture are what form knowledge. Vygotsky's theory is in line with the theory contained in educational psychology.

Vygotsky explained that the relationship between thought and language is not a thing but a process, a continuous motion of the mind to the words (language) and from word (language) to mind. The mind is not only conveyed by words, but the words are born with it. Every thought tends to connect something with something else, and establish a relationship between objects. Each mind moves, grows, and performs one function and solves the problem (Chaer 2003, p. 56)

Social development theory argues that social interaction precedes development; consciousness and cognition the end product of socialization and social behavior. There are three major themes in language, social development interaction, the more knowledgeable others (MKO), the zone of proximal development (ZPD). According to Vygotsky, much important learning by the child occurs through social interaction with a skillful tutor. The tutor may model behaviors or provide verbal instruction for the child. The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept.

Thought and speech have different roots in humankind, thought being nonverbal and language being non-intellectual in an early stage. But their development lines are not parallel – they cross again and again. At a certain moment around the age of two, the curves of development of thought and speech, until then separate, meet and join to initiate a new form of behavior. That is when thought becomes verbal and speech becomes rational. A child first seems to use language for superficial social interaction, but at some points this language goes underground to become the structure of the child's thinking. Once the child realizes that everything has a name, each new object presents the child with a problem situation, and he solves the problem by naming the object. When he lacks the word for the new object, he demands it from adults. The early word-meaning thus acquired will be the embryos of concept formation.

As stated above, Vygotsky believed children's thinking is affected by their knowledge of the social community (which is learnt from either technical or psychological cultural tools). He also suggested that language is the most important tool for gaining this social knowledge; the child can be taught this from other people via

language. He defined intelligence as “the capacity to learn from instruction”, which emphasizes the fact there is a requirement for a more knowledgeable other person or ‘teacher’. He referred to them as just that: the more knowledgeable other can be parents, adult, teachers, coaches, experts, or professional but also things you might not first expect, such as children, friends, and computers. He described something known as the zone of proximal development (ZPD), which is a key feature of his theory. There are two levels of attainment for ZPD. Vygotsky also believes that learning occurs when students work to handle the tasks that have not been studied, but the tasks that are in the “zone of proximal development”. Zone of proximal development is the distance between the actual development level shown in independent problem-solving ability and the level of potential development capabilities shown in the problem-solving skills under the guidance of an adult or more capable peer.

Zone proximal development is focused on social interaction to facilitate the development of the child. When students are doing their school work on their own, their development is likely to be slow. To maximize the progress, students should work with a more skilled friend who can systematically lead in solving more complex problems. Through successive changes in speech and attitude, students discuss his new understanding with their peer then match and explore.

Zone of proximal development is the distance between students ability in performing a test under adult guidance, and or peer collaboration in the student’s ability at solving the problem independently. According to Vygotsky learning occurs in this zone. Connections between people and a social control context and we have stayed at interact experience. According to Vygotsky a human being is also developed from a culture such as in the forms speech and writing to mediate a social environment. And actually children develop this to solve the social function. Vygotsky believes that internalization of this leads to a higher thinking.

The benefit of this theory is to promote students to be active participants, and the teacher’s role shifts from direct instructor to facilitator. This theory focuses on the connections between people and the sociocultural context in which the act and interact in shared experienced.

A constructivist teacher creates a context for learning in which students can become engaged in interesting activities that encourages and facilitates learning. The teacher does not simply stand by, however, and watch children explore and discover. Instead, the teacher may often guide students as they approach problems, may encourage them to work in groups to think about issues and questions,

and support them with encouragement and advice as they tackle problems, adventures, and challenges that are rooted in real life situations that are both interesting to the students and satisfying in terms of the result of their work. Teachers thus facilitate cognitive growth and learning as do peers and other members of the child's community.

Based on the theory above the researcher assumes that adults such as parents and teachers are conduits for the tools of the culture, including language. The tools the culture provides a child include cultural history, social context, and language. Today they also include electronic forms of information access. The language of thought has developed since the time of birth until the child is able to utter the words they have heard from the environment. Language and thought develop when the child has understood and can separate what the words mean or do not mean, thus the child's language skills develop rapidly during elementary school. As expressed by Syamsu Yusuf 'development of the mind begins at the age of 1.6 to 2.0 years. That is when the child can arrange 2 or 3 word sentences (Yusuf 2007, p. 119)

In the childhood period the children think and speak in a language by using the mind. Language of mind (verbal thought) evolved through several stages. At first, the kids have to say these words to be understood. Then moving towards the ability to understand or think without saying the words. Then he is able to separate the meaning words and the meaning the words do not mean (Chaer 2003, p. 55)

Restrictions on the issues, the researcher formulated the following issues; 1) Is PSS method significantly effective to be used in TEFL (Teaching English as a Foreign Language) for the elementary school level), 2) what the difference in learning outcomes between learning by using PSS method and learning by using conventional method?

Result and Discussion

This research belongs to an experimental study. An experimental study refers to a research conducted through an experiment. There are at least one experimental group and a control group in an experimental research. The two groups are given two kinds of tests, a pre-test and a post-test. The experimental group is given a treatment but the control group is not. Then, the result of the pre-test and post-test of both groups are compared.

This research uses a quantitative approach and all components of data. Quantitative research conducted by collecting data in the form

of numbers. Numeric data is then processed and analyzed to get the information behind the numbers (Martono 2011, p. 20)

The data needed to solve the problem based on the data in the form of numbers. The data points are obtained through the form of student achievement scores. Student achievement is derived from the pre-test and post-test which were analyzed using statistical product and service solution (SPSS) 13.0.

The design in this study is quasi experimental study whereby the experimental class and the control class were randomly selected. Before the experiment was conducted both classes, the experimental class and control class, are given a pre-test to determine the ability of students before the beginning of the application of the PSS method.

The population of this research consisted of the fourth grade students of State Madrasah Ibtidaiyah 1 of Palembang. All population consists of 601 students. The researcher only examines a portion of the population. And the samples were partially or representative of the population that has the same characteristic to be studied. In accordance with the topics covered in this thesis, the sample is all students in grade IV C and grade IV A all students as a mixed class. The study did not take the whole subject but some or a few percent that have been determined in accordance with the rules of the study. As for determining the sample, in this study the researcher used a probability sampling which every unit in the population has a chance (greater than zero) of being selected in the sample, and this probability can be accurately determined. The combination of these traits makes it possible to produce unbiased estimates of population totals, by weighting sampled units according to their probability of selection.

There were two variables investigated in this research. They were student ability as a dependent variable and PSS method as independent variables. An important step in designing all quantitative research projects is defining or identifying the variables that will be manipulated, measured, described, or controlled. The major types of variables, or phenomena of interest, are described briefly here, with common examples from service-learning research provided. These are presented in terms of labels from the quantitative research approach. There are two variables in this experimental study, namely;

1. Independent variable (free): the application of PSS method in learning English. This variable was chosen to determine the relationship with the observations of study.
2. Dependent variable (tied): student achievement. To measure variables as a result of research.

Steps that researchers do in this research as follows:

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1. Randomly assign subjects to treatment or control groups. In this research grade IV C as an experimental group and grade IV A as a control group.
 2. Administer the pre-test to all subjects in both groups.
 3. Ensure that both groups experience the same conditions except that in addition the experimental group experiences the treatment. Materials provided are the same in both groups. The difference is the experimental group was given treatment in the form of implementation of PSS method whereas the control group did not.
 4. Administer the post-test to all subjects in both groups. Researcher gave test instruments are the same as before.
 5. Assess the amount of change on the value of the dependent variable from the pre-test to post-test for each group separately. The researcher calculates the difference value achieved either by experimental group and the control group, before and after treatment. Finally, researcher will compare the differences between the two groups.

These steps are diagramed as follows:

R	O1	X	O2
R	O1		O2

The difference in the control group's score from the pre-test to the post-test indicates the change in the value of dependent variable that could be expected to occur without exposure to the treatment (independent) variable X. the difference in the experimental group's score from the pre-test to the post-test indicates the change in the value of the dependent that could be expected to occur with exposure to the treatment (independent) variable X.

The difference between the change in the experimental group and the change in the control group is the amount of change in the value of the dependent variable that can be attributes solely to the influence of the independent (treatment) variable X.

The first step the researcher designing experimental procedure involves planning how to change independent variable and to measure the impact that this change has on the dependent variable. To guarantee a fair test when conducting experiment, the researcher need to make sure that the only thing change is the independent variable. And, all the controlled variables must remain constant. The change make to the independent variable actually caused the dependent variables.

The researcher also compares different group of trials with each other. Such a comparison helps insure that the change the independent variable is in fact caused by the independent variable.

There are two types of trial groups: experimental group and control group.

The experimental group consists of the trials where the researcher changes the independent variable with giving the PSS method treatment. The control group consists of all those trials where the researcher leaves the independent variable in its natural state. The control group is not giving the treatment. It would be important to run some trials in which the students get no treatment at all. These trials with no treatment provide a basis for comparison, and would insure that any changes when the researcher gives the PSS method to the student is in fact caused by the treatment and not something else.

Documentation is data collection techniques by recording or copying the required data in study (Sunnyoto 2011, p. 190). Researcher use documentation techniques to obtain data such as notes, transcripts, books, and other matters related to the research. The researcher takes the information sources such as school history, organizational structure, infrastructure, and others school data are listed in the school's profile.

Before conducted the experiment, researcher gave the pre-test to the experimental group and the control group. The first step taken after examining the experimental data for the class is to provide pre-test to both of class. Tests are given achievement test, a multiple choice objective test. The next step after the implementation of the pre-test is to provide free treatment in the experimental class., the grade IV C. Free treatment (treatment) in this study is in the form of PSS method. While teaching and learning activities in the control class carried out as usual. The final stage of the research is to carry out an evaluation form.

Implement learning English in grade IV C by using the PSS method. The researcher taught the experimental group ones a week that took 60 minutes for every meeting. The experimental group got the same material as the control group. Both groups were taught by the different teacher for the same amount of time. The experimental group was taught English through PSS method the control group is not.

Creating a comfortable learning environment and build good emotional relationship with the student is the first step that the researcher do. Through the PSS method its allow new language to be introduced and reinforced to the students. They provide for lots of natural ang enjoyable repetition. And PSS method is also can be used to develop all skills in an integrated way. Through the PSS method the researcher encourages students to try their best and create a constructive learning environment where students do not need to worry about making mistakes. The researcher creates activities and exercises

that are entertaining. Help students learn how to interact with one another as well as how to speak English. The researcher constantly reviews and avoids introducing too much new vocabulary.

The post-test of students is a viable method to assess the extent to which treatment intervention has had an impact on student 'learning'. The results of such evaluative measures are extensively reported, related to the possibility that the testing process itself may have a significant effect on the outcome of the evaluation. As with all evaluations, the starting point the researcher defines clearly why the evaluation is being performed, what is being evaluated, when the evaluation will be performed, and how it will be performed.

During the experiment, the students were involved in various activities such as pair work or group work, games, quizzes, storytelling, and songs. The teacher provided the language input in an easy and clear manner, for example, dealt with the vocabulary items, spelling and pronunciation using pictures, real things, and songs. The researcher also gives the story therefore key points to get interest or attention from the students. The idea is to entice the students to follow the researcher deep into the learning process, a new and wondrous world they may know little about. All the activities were designed to make the students active.

There were some steps that the researcher in analyzing the data from the pre-test and post-test. First of all, the researcher presented the students' individual scores both in the experimental and the control group in the form of a table. The scores in the post-test then were compared with the ones in the pre-test. The result of this comparison was analyzed in the form of percentage. At the end of analysis, the researcher applied using SPSS for Windows version 13.0 to determine the acceptable hypothesis. Finally, the researcher did an analysis and made some interpretations.

Findings of the research will be described, but before that the normality of the tests, and their homogeneity and heterogeneity of the best results have to be discussed first. Normality is to determine whether the data obtained from the study are normally distributed or not. Normality test analysis results are presented in the following table.

	Experimental class	Control class
Variable	Pre-test	Post-test
Km	0.24	-0.44

Table 1. Normality Test Pre-test and Post-test

From the test results of the pre test and post-test values of normality showed that the data are normally distributed with Km meet acceptance region $-1 \leq Km \leq 1$

Homogeneity test was conducted to test whether the data is homogeneous or heterogeneous. Homogeneity test results of the data analysis are presented in table 2.

Variable	Experimental class	Control class
F_{value}	1.29	1.29
F_{table}	4.12	

Table 2. Homogeneity Test of Pre-test and Post-test

The table 2, it can be seen that the $F_{\text{value}} < F_{\text{table}}$, then the data of the two groups are homogenous.

Hypothesis testing were normally distributed and homogenous, therefore the researcher use the t statistic. The following tables report the result of t test include the t statistic value, the degrees of freedom (df) and the significance of the test (p-value). The format of the test result is: t (df) = t statistic, p = significant value.

Paired differences	Pair 1 Before-After		
	Mean		-1.472
	Std. Deviation		2.131
	Std. Error mean		.355
	95% confidence interval of the difference	Lower	-2.193
		Upper	-.751
T	-4.145		
Df	35		
Sig. (2-tailed)	.000		

Table 3. Hypothesis Test

Table 3 above shows that the mean of -1.472 with std. Deviation of 2.131. t value of -4.145, while the value of sig. (2-tailed) $0.000 < 0.05$, so it can be concluded that the nul hypothesis is rejected and accept alternative hypothesis. So it can be said that there is a significant different between the experimental group taught by using the PSS method and control group learn by using the conventional method.

The findings obtained from the research also showed that both of the experimental group or the control group made achievement. However, the students taught using the PSS method had benefited more in their skill compared to the students taught using the conventional method. This was proved by the increase of scores between the pre-test and post-test.

The experimental group showed an increase of 1.47 in students achievement average score after the treatment, while the control group got an increase of 0.05 gain, in this case, the application of PSS method such as quizzes, games, songs, storytelling, pair work

or group work seemed to have supported the significant achievement made by the experimental group. During the experiment, the researcher and also the English teacher observed that all the activities had gained the students full attention and motivated them to speak in a natural way and in a conducive situation.

In summary, the research findings above showed that the approach and procedures in language teaching, and the classroom activities conducted has influenced the students learning achievement. The practical application of PSS method in the experimental group showed to have given much better results. It can be seen that the students had improved a lot in their English learning. This advantage was clearly caused by the activities which were so interesting to the student attention and motivation to learn. On the other hand, the learning activities done in the control group classroom proved to be less beneficial to the students. It should be admitted that the activities which did not involve the students were less advantageous for them. These activities, not stimulate, motivate, and challenge the students to learn since they were mostly boring to them. Although the students made progress in their learning, that progress did not contribute much to the development of their language skills.

The comparison of the students' individual scores, it was known that there were some differences between the experimental group and the control group. The difference can be seen in the following table4.

Value	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
Average	4.50	5.97	4.92	4.97
Varian	4.2	5.34	4.42	5.74
Standard deviation	2.05	2.32	2.10	2.39
Number of student	36	36	36	36
Higher score	9	9	8	8
Lower score	0	0	0	0

Table 4. Comparisons of the Students' Individual Scores

Based on the result of the mean score and the individual improvement, the experimental group is better than the control group. In SPSS, the researcher would like to prove whether it is really true according to statistic.

In the paired samples test show that the mean of the experimental group is -1.472 with standard deviation 2.131. And t value is -4.145, while significant (2-tailed) of $0.000 < 0.05$. It can be concluded that rejected H_0 , and can be said that there is a significant

difference of students' achievement before and after the application of PSS method.

There were strong and significant improvements in cognition measured before and after training (within group differences) in children who learned using PSS method and those who learn using conventional method. These findings suggest that increased students achievement with guidance from adult improve student skills in these cognitive areas, and that play games, storytelling and song produces similar beneficial results.

Based on the observation carried out during the experiment, it was found out that it was relatively easy for students to learn English using PSS method. Results indicated that the students use the English language through the song and enjoy learning process freely. Further, it was discovered that during the lesson the students actively move forward and feeling confident. They brave to speak English with short conversation through collaborative talk. This study suggests games, storytelling, and song as an alternate instructional strategy allows students to utilize their diverse ways of knowing and speaking.

There are some reasons why PSS method is better than conventional method in that it could make the mean score and the students' individual improvement of the experimental group the highest. Second, a child's learning environment plays a huge and often overlooked role in educational achievement. Learning spaces provide a comforting scale and sense of safety, while plenty of open space allows children to be children. PSS method create environment where children fun while they learn. Third, they before accustomed to listening to English song without looking at the texts, and they enjoy it. When they had to listen to the recording without looking at the texts, they had no difficulty. Fourth, they love challenges. Listening to the recording without looking at the texts is one of challenges. They felt satisfied when they succeeded understanding the recording by struggling hard (not looking at the texts). One of the most powerful individual factors influencing intrinsic motivation is challenge. This is an individual factor because a person can be challenged without involving other people. Of course a challenge could involve other people. Of course a challenge could involve other people, as when a person makes it a challenge to win a competition. People pursue tasks that are challenging. Learners are challenged when they direct their activities toward personally meaningful goals in such a way that attainment of the goals is uncertain-when neither success nor failure is guaranteed. The belief that they are making acceptable progress toward a goal, along with the expected satisfaction of goal attainment, enhances self-efficacy and sustains motivation. As students work

toward these goals, they are motivated to the extent that they receive feedback and feel that their eventual success will enhance their self-esteem.

There is a correlation between the data and the Vygotsky theory. We can say that PSS method design learning English as foreign language for children introduce them to a language to enable hearing, vision and other senses. Through the game, the development of language, social and cognitive grow naturally in accordance with human nature that evolved through the process. So it is with storytelling and singing language skills will actively develop naturally and fun without feeling that they are doing the learning process. Based on theories of child development, learning the proper method is essential to the intelligence of children so they can develop optimally.

Conclusion

Based on the finding of the study and the interpretations drawn in the previous chapter, it can be concluded that the teaching of English using the PSS method for the fourth grade students' of State Madrasah Ibtidaiyah 1 of Palembang seem to have given much benefit to their English language development in general, and their reading, writing, and speaking skills in particular. Meanwhile, the students of State Madrasah Ibtidaiyah 1 of Palembang who were taught using the conventional teaching approach made progress in their English learning but the progress they made wasn't significant.

The results analysis show that the experimental class of 36 students on average score of 4.5 on the learning outcomes of pre-test and 5.97 at post-test. While the control class scored an average of 4.91 on the learning outcomes of the pre-test and 4.97 at post-test. The results of the analysis indicate that there is an increase in student learning outcomes of experimental class after learning English using PSS method. The student achievement of the experimental class is higher than the control class.

The results of SPSS hypothesis analysis that has been done in the paired samples t-test show that the mean of the experimental group is -1.472 with standard deviation 2.131. And t value is -4.145, while significant (2-tailed) of $0.000 < 0.05$. It can be concluded that rejected H_0 , and can be said that there is a significant different of students' achievement before and after the application of PSS method.

In conclusion, the result of the study showed that the students of the experimental group and the control group made improvement in their English learning. However, the student taught using the PSS method made better achievement compared to those taught using the

conventional method. This improvement was showed by the average scores gained through their post-test.

The English atmosphere created for the students in the experimental group such group work, games, songs, the use of media, as well as the distribution of interesting learning materials proved to have motivated the students to learn and have given much fun to them in learning English. In addition, the student active involvement in their learning had benefited them cognitively and emotionally. All these are likely to have supported the student significant achievement in their learning, which were indicated by the difference in scores between the pre-test and post-test.

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To conclude, the teaching of English to young learners should be interesting, involving, and motivating. Young learners, as Vygotsky states, generally learn from the more knowledgeable person and also the environment. In order for the acquisition to occur, the students need to be involved in meaningful tasks of meaningful context.

PSS method could be applied in teaching English to students in order to improve their ability. The post-test results prove that there is a significant difference in students' ability when they are taught English through PSS method. However, PSS method is more effective than conventional in improving students' English ability seeing from the average scores in the post-test and the average improvement from the pre-test to post-test.

The reason why PSS method is effective in improving students' ability is that the students learn in a fun way and start listening to English without seeing the texts, so they have to count more on their ears; they had been accustomed to listening to English songs without the texts; and they loved challenges by struggling hard understanding the English without looking at the texts.

There are several suggestions according to the research in case to improve the student outcomes. The teacher as facilitator and motivator should deal with young learners in the elementary school. However, the researcher would like to convey some suggestions: in teaching English to students of elementary school, a teacher needs to

create activities that require them to use and experiment with the English language they are learning, and activities such as games, song, and story can be used by the teacher to get the students' attention and create motivation in learning English, as these activities can lower anxiety, and consequently, the students gain competence and confidence in using English comfortably.

In addition, as the result of this research may not answer all the problems that occur in the teaching of English at elementary school, further study of this kind can be done.

Prospective researchers conducting a true-experimental research as this one might contribute more and give better insights in the teaching of English to Indonesian young learners.

For the students, they should have keys to motivate themselves in how they can take responsibility for their own learning. Trying learning to their personal interests, how to work together with other students to meet learning goals, and give their voice in their own learning is beneficial in motivating themselves. The students are suggested to learn English more intensively. They can expose themselves to the language by listening to how native speakers pronounce the sounds, words, and expression through listening to audio cassettes or tapes in the forms of games, songs, and storytelling. Then they can imitate the way the native speakers speak and communicate naturally.

The teachers of English are suggested to use the PSS method. In using the method, the teacher should use various tools to improve students' English besides teaching them through other methods. For example, storytelling is the most flexible and dynamic medium available to teachers, and it will fit seamlessly into whatever standards or curriculum has been asked to follow common core or otherwise. Simply put, it's a surefire way to get the students excited about whatever they learn. It will deepen their understanding, provide a much needed and often-overlooked scaffold of big – picture context, and motivate them to want to learn and experience more about the topic. During morning preview, they may even get a cheer when the teachers mention the start of a new unit. Storytelling will also add another layer of goal of creating a classroom that the students love being part of. And the teacher more comfortable using it to introduce units of study, the teacher will notice the students becoming so emotionally invested that subsequent lessons become much easier to deliver. Besides that, motivate the students; foster motivation to learn is a thoughtful process of aligning student choices so that students see the value of these choices as tools for meeting their learning needs and goals. At the same time, teachers must set clear learning goals and help students understand that the

choices they are allowed to make are within the context of the learning goals set by the teacher.

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