

## TEACHER'S STRATEGIES IN TEACHING ENGLISH TO YOUNG LEARNERS AT SDIT AL-FURQAN PALANGKA RAYA

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### Abstract

The current study is aimed at describing teacher's strategies in teaching English to young learners at SDIT Al-Furqan Palangka Raya. Statements of the problem covered the teaching strategies applied, the kind of media used, and the types of assessment employed by the teacher to teach English to young learners at SDIT Al-Furqan Palangka Raya. The research design used was descriptive qualitative design, which consisted of data collection procedures of observation, interview, and documentation. To process the data, the writer used data collection, data reduction, data display, and conclusion and verification. The subject of this study was the teacher of English at SDIT Al-Furqan Palangka Raya. To Validate the data, the writer used credibility, transferability, dependability, confirmability. The research findings revealed that teaching techniques applied at SD IT Al-Furqan Palangka Raya consisted of games, demonstration, look and say, questioning, read and say, verbal illustration. In the teaching learning strategy the teacher conveyed the material by brain storming, memorizing the words, guessing the picture, coming forward to do the conversation, demonstrating something, reading aloud, writing the words, sticking the picture and doing role play. Second, to support the strategy the teacher used media and evaluation. Some media that the teacher used were pictures, gesture (body language), picture cards, glue, scissors, papers to do roulette game, and last the types of evaluation pre instructional activity, during the instructional activity, and post instructional activity. Evaluation was used by the teacher to know the students progress comprehension.

**Key words :** *Strategy, media, and evaluation.*

### INTRODUCTION

English as an international language has become one the most important languages in the world. Nowadays English has influenced many aspects of our life. Facing the globalization era, especially with the existence of ASEAN economic society or MASYARAKAT EKONOMI

ASEAN (MEA), English becomes so significant in terms of communication among countries around the world. In order to deal with that, the Indonesian education must have a good curriculum in developing English, especially English for young learners. It is expected that the curriculum could also accommodate the need of young learners to learn English, in order not to be left behind by other young learners in

ASEAN countries.

As an international language, English has gained its popularity all over the world including Indonesia. In the past English was only taught in secondary schools. In current, however, the teaching of English is expanding into primary or elementary school setting. The degree of the Ministry of Education and Culture, Republik of Indonesia No. 060/U/1993 states that English may be given to elementary schools students as a local content.

The phenomena above have caused many English educators charge with teaching teachers and developing curriculum and materials to cope with the questions about how to teach EFL to children. Teaching English to young learners is not as easy as it seems. The teachers will face difficulties when they teach English as foreign language. First, the influence of L1 is the main problems in teaching EFL. There are similarities of the pattern in teaching L1 to that of teaching L2, but there are also many differences especially in spelling, intonation, structure and vocabulary. Second, young learner cannot concentrate much longer. Young learner have a very short attention and concentration span. They can only concentrate for about 10 – 15 minutes; this is why teacher should have strategies to overcome this problem, because children are easily to get bored.

The English teachers should be creative in developing their teaching learning process to create good atmosphere, improve the students understanding, give attention to the English material, and make the English lesson more exiting. This means, the teacher needs strategies in teaching English for children. A strategy is a plan of action designed to achieve a particular goal (Hornby, 1995)

Richard in Pringgawidagda (2002) assumes that strategy to master the second or foreign language is a conscious and unconscious of the language learners' in learning and mastering the language. In this case, the language learners try to master the language meanings, to use the words, the grammatical rule, and other language aspects. Everybody has a strategy in learning everything. It is consciously or unconsciously. It is natural for teachers to use strategy in learning process. Sometimes strategy can help the students, which means, the teacher helps the learners. In teaching learning process, a teacher must have known the habit before teaching; young children love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is 'real' work. The teacher makes the teaching plan that pour stated in a unit of lesson, actually it is a plan namely project about what the teacher must do in the teaching and learning process.

Sekolah Dasar Islam Terpadu (SDIT) is one formal Education that implemented General Education in elementary school level (SD) that have a base in Islamic religion. SDIT Al-Furqan has a Learning Spiritual Religious Concept. SDIT Al-Furqan consists of professional teacher in their sector. Beside that, this school has a good knowledge about Islamic religion. SDIT Al-Furqan Palangka Raya as the place of the research is one of Elementary School in Palangka Raya which applies English. This program of teaching English is to prepare its graduates to be able to learn English easily at Junior High School level or next education level.

Teaching English for elementary school students is not so easy, because English has differences between

pronunciation of words and written word. It demands the teacher's creativity to conduct the best teaching learning activity in a large class.

To evaluate the implementation of teaching English at Elementary school, there are three components must be considered namely aim of teaching, material of teaching, and method and media used in the teaching and learning process.

Based on preliminary observation at SDIT Al-Furqan Palangka Raya on December 15<sup>th</sup> 2016, it is found in that this school which was built in 2007 and has the A accreditation academic. Since this school was build, SDIT Al-Furqan gets a good responses from society, not only around the school, but also in another area of Palangka Raya. SDIT Al-Furqan has an important role in developing education in elementary school process. It is can give a positive effect for developing another school in Palangka Raya and outside Palangka Raya.

After doing the observation as the result the teacher used some strategies to teach English to the fifth grade students. From those strategies which have been applied, the students had got high score. They got motivation from the teacher so that they liked English because the teacher was so good and enthusiastic in teaching them; besides the teacher had never been angry to the students. The teacher always used game to make the students happy. The teacher taught English material supported by media and evaluation to improve the students' score in English. The teacher always used media and did evaluation to support the material at the time, because without the media it was so hard for the teacher to express something to help the students' comprehension. Media made the students easy to understand

the material. The teacher realized that used by a creative teacher can develop the students' creativity to study hard and to increase their ability to reach the objective of teaching. Evaluation should also be made by the teacher to know the students comprehension, about their understanding to the teacher explanation. The teacher also knew that an effective strategy must be followed by evaluation or post instructional activity.

The researcher chose this title because English is important for our education and now English is applied in Elementary Schools. Elementary School is the first stage in learning English; now English in elementary school has to be taught integratedly like listening, speaking, reading, and writing. Because of this reason the researcher wanted to know the teacher's strategies in teaching English. The researcher chose SDIT Al-Furqan Palangka Raya as the place of the research because in this school English skills were integratedly taught once week. Based on the reasons above, the researcher is interested in doing a research with the title: "The teacher's strategies in teaching English to young learners at SDIT Al-Furqan Palangka Raya".

## METHODS AND PROCEDURES

### Data

The data needed in this research were the teacher's strategies of teaching English to young learners. The teacher's strategies in this research included the strategies used in the teaching and learning process as well as the media and evaluation practiced by the teacher. The data collected were taken from the observation, interview, and documentation of the teacher strategies in teaching English to young learners.

The data were considered admissible

because the data were taken from the teacher who was teaching English in the fifth grade at SDIT Al-Furqan Palangka Raya.

There are some procedures in collecting the data of this research as in the following:

1. Asking permission to conduct a research at SDIT Al-Furqan Palangka Raya.
2. Choosing the subject of the research, that is the English teacher at the fifth grade.
3. Conducting interview and observation to the English teacher at the fifth grade which about teachers' strategies, media and evaluation in teaching English.
4. Analysing all of the data that have been collected from the field which about teacher's strategies, media and evaluation in teaching English.
5. Selecting and choosing the data relevant to the research. It focuses on the data directly to answer the research problems.
6. Making conclusion from observation, interview, and documentation qualitatively.

Analysis is a process of organizing data to get the meaning of them. Miles and Huberman in Sugiyono (2009) stated the activities in analyzing data are data reduction, data display, and conclusion drawing. To determine the validity of the data, it needs a checking technique of the data.

In this research, the researcher used the technique of the data analysis, according to Miles and Huberman (2000) done interactively and continually. The activities in data analysis were data collection, data reduction, data display, and conclusion drawing/verification.

The main thing in data analysis is the existence of data collection. In this research, data analysis in natural approach

was conducted when the research was being done. The data were collected using observation, interview and documentation.

In this research, the researcher analyzed all of the data that have been collected from the field about teacher's strategies, media and evaluation in teaching English.

This was done on a process of selecting, choosing the data relevant to the research and it focused on the data that directly answer the research questions.

In data display the researcher gave explanation, as the result of the data reduction written systematically which could be understood and reasonable. Furthermore, data display could be done by simply explaining, drafting, categorizing and making flowchart.

All the data that have been processed by the researcher would be concluded. The conclusion was verified by looking back to the data reduction, and data display after collecting the data.

In this research, the researcher chose the relevant data in relation to the problems of research. In addition, the researcher made the data in simple explanation. The last, making conclusion was done by seeing back of the data reduction, and data display after collecting the data. Its aim is to get the credible data that support the valid data.

This research was conducted in SDIT Al-Furqan Palangka Raya. It was located in Murai Street, No 1B, Palangka Raya, Central Borneo.

The researcher took the English teacher of fifth the grade at SDIT Al-Furqan Palangka Raya as the subject. Actually, there were two teachers and the researcher just observed English teacher of the fifth grade. The subject was suitable and appropriate for the investigation of the strategies of the English teacher in teaching

English to young learners as the objective of this research.

Instrument is tool used to collect the data needed. In order to get the sufficient data needed for the research, this research used instrument such as observation, interview and documentation.

In this research, the researcher used Qualitative approach. According to Ary et.al. (2010) Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables.

In this research the research design is descriptive qualitative design. Descriptive qualitative means a research to describe in detail about the teacher's strategies, media and evaluation in teaching English used by the teacher at SDIT Al-Furqan Palangka Raya.

There are four techniques to determine the validity of the data. They are credibility, transferability, dependability, and conformability.

In this research, the researcher combined the data from the result of interview, observation checklist, and documentation to describe the teacher 's strategies in teaching English to the fifth grade students at SDIT Al-Furqan Palangka Raya.

In this research, the researcher focused to the problems, came to the field, determined the source of the data, collected the data, analyzed the data, examined the endorsement of the data, and made the conclusion of the data. Examining the confirmability can be done by examining the result of the research related to the process. The result of the research must come from the process of the research without any manipulation.

All in all, to determine the validity of the data in qualitative

approach, the result of the research could be applied by the other people in other context, the research could be replicated by others and should be able to be audited toward all of the research process, and finally, the result must come from the process of the research without any manipulation.

## RESULT AND DISCUSSION

The researcher got the data as follows.

The teachers' strategies in teaching English Applied at SD IT Al-Furqan Palangka Raya consisted of games, demonstration, look and say, questioning, read and say, verbal illustration. In the teaching learning strategy the teacher conveyed the material with brain storming, memorizing the words, guessing the picture, coming forward to do the conversation, demonstration something, reading aloud, writing the words, sticking the picture and doing role play. The teacher used strategy in teaching learning activity mostly to help the students' comprehension. From those strategies the teachers' applied, the students had high score. They got motivation from the teacher and liked English because the teacher was so good and enthusiast to teach them. Besides the teacher was never angry with the students. Teacher always used game to make the students happy and didn't bore. The teacher thought the English material supported with media and evaluation to improve their compensation in English.

To support the strategy the teacher used media and evaluation. Some media that the teacher used are pictures, gesture (body

language), picture cards, glue, scissor, and paper to roulette game. The teacher's evaluation was conducted at the pre instructional activity, during the instructional activity, and at the post instructional activity. Evaluation was used by the teacher to know the students' comprehension.

## CONCLUSION

Based on the result of the research, there are some conclusions which could be drawn that the most used strategies in teaching English Applied at SD IT Al-Furqan Palangka Raya are games, demonstration, look and say, questioning, read and say, verbal illustration. Moreover, media are used in the teaching are pictures, gesture (body language), picture cards, glue, scissor, and paper to roulette game. The teacher's evaluation was conducted at the pre instructional activity, during the instructional activity, and at the post instructional activity.

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