



An Analysis on Teaching English Strategies for Young Learner at SDN Mrican 1 Kediri

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ABSTRACT

Previously, English was only taught to secondary students, but now English is also taught to elementary school students. This is due to the increasing number of English language educators and the increasing development of curriculum and materials to deal with the question of how to teach EFL to young learner. This research aims to identify the problems faced by teachers in applies these strategies and analyze the teaching English strategies for young learners at SDN Mrican 1 Kediri. This research used qualitative descriptive. The instruments used for data collection were observation and interviews. The subject of the research is one of an English teacher at SDN Mrican 1. The research results of study, it is known that teachers use seven strategies out of nine strategies in Piller and Skillings (2005) theory in IV class. Those are demonstration, choral drill, look and say, read and say, pictorial illustration, verbal illustration, and questioning. The researcher also found five problems faced by teacher in teaching English for young learner ;1) insufficient facilities, (2) students pay less attention to the teacher, (3) students lack of motivation, and (4) students pronunciation are not clear, and (5) students cannot understand the material.

Keywords: Teaching English for young learner, teaching strategies, problems in teaching

Introduction

In recent years, English teaching has developed very rapidly, this is due to the impact of globalization and English is an international language so everyone must understand it. English has gained popularity in the world as well as in Indonesia because it has become an international language. Previously, English was only taught to secondary students, but now English is also taught to elementary school students. This is due to the increasing number of English language educators and the increasing development of curriculum and materials to deal with the question of how to teach EFL to young learner.

Teaching English to young learners such as elementary school students is of course different from teaching high school students. Teaching English to young learners is the initial stage in getting to know English. Teaching English to young learners is not just about giving assignments in class. However, for the process of teaching English to be successful, special skills are needed and are different from the skills when teaching intermediate students. As an English teacher, teacher must have creativity in teaching because in the learning process teacher can create a pleasant learning atmosphere, increase students' understanding, pay attention to English material and make English a fun lesson for young learners.

Brown (2001), stated that education helps young people by introducing them to new skills, expanding their knowledge, and guiding them through the process of understanding difficult language concepts. Teaching English to young learners is different from teaching English to adults or teenagers. They are very enthusiastic in classes. When learning a new language children are less aware of grammatical errors and have less difficulty speaking and speak like native speakers due to lack of inhibition (Cameron, 2001).

There are eight principles teachers should keep in mind when teaching English to young learners. They are: (1) the learners active role in the learning experience; (2) helping students develop; (3) practice language collaboration; (4) using multidimensional activities organized by topic; (5) they provide pegs comprehensibly; (6) Language and culture; (7) provide clear goals and (8) performance feedback (McCloskey, 2014). Teachers of young learners should realize that they should not make their child's age the basic for their maturity. The age when children can easily learn anything. The two are known as linguistic skills and language performance (Clark & Clark, 1977). Noted that linguistic competence is

defined as the ability of the individual to use a language, while linguistic performance, the actual implementation of that ability is specified in language speech and listening. Therefore a better understanding of younger age suggests that younger students learn better and the extended effect provides more experience at the end of the learning process (Enever & Moon, 2009).

The ability to achieve something is not observed, idealized, to perform. Teaching English to young learners is very different and more difficult. If they are high school students, they will quickly understand and have their own initiative to understand learning material. Different from young learners, at this age they just like to play and need a lot of attention. Therefore, teacher must be more skilled in using teaching strategies to young learners.

Teaching young learners is different from teaching adults. The learning technique is how the instructor chooses how to learn. It can help a teacher to teach a student as easy as to get the goal of studying. Based on the several opinions above, teaching strategy is one of the teacher's processes in delivering learning that is easily understood by young learners so that they can achieve success in learning. There are three sub-strategies to motivate students. One is to show excitement and enthusiasm. Teachers should be warm and enthusiastic full of intimacy. The second is to cultivate curiosity and the last is to generate controversial ideas. Teachers can express conflicting opinions by asking different questions or everyday realities. A reference is defined as a specific concise set of alternatives that give students a clear idea of what will be learned and how the material will be learned. Teachers need to stimulate students' interest in learning so that they can concentrate on their lessons. The students leading role should be emphasized (Zhao, 2014).

There are previous studies related to this research aim to find out the teaching strategies used by English teachers in encouraging student participation in class. The teacher had difficulty implementing the strategy maximally. This research uses a descriptive method. The instruments used to collect data, namely observation, documentation, and interviews. The most significant strategy that teachers often use to encourage young students' participation is: verbal illustration, demonstration, look and say, and questioning (Astuti, 2021).

Teaching strategies for primary level of students by Bonnie Piller and Mary Jo Skillings California State University, San Bernardino USA: demonstration, choral drill, look and say, pictorial illustration, verbal illustration, association, questioning, narration, read and say. The first strategy is demonstration. Each teacher usually has a different strategy in opening lessons, because they have additional knowledge, experience, and teaching styles. The differences of strategies and abilities of teachers in managing the classroom depend on the type of the teacher, the topic of the material, and the instrument that the teacher uses.

Difficulties encountered by teachers in maintaining a disciplined, organized, and conducive learning environment in classrooms with young learners. Challenges include handling large class sizes, managing varied student behaviors, and ensuring all students remain focused and engaged.

The scarcity or insufficiency of age-appropriate, engaging, and high-quality educational resources such as textbooks, visual aids, interactive games, and digital tools. This limitation can hinder the effectiveness of English language instruction and fail to capture the interest of young learners. According to Songbatumis (2017), the challenges faced in teaching English such as different foreign languages and related to students, teachers and school supplies. As Abrar in Pratiwi et al 2021 state there are seventh problems faced by teacher in teaching English to young learner; (1)limited time, (2)different characters of students, (3)low attention of student, (4) bickering students, (5) the position of English in the national curriculum, (6)limited teacher, (7) unsupported facilities.

Based on the explanation above, our study aims to find out how the English teacher's strategy in teaching English for young learner and the problems faced by teacher in SDN Mrican 1 Kediri. As a result, teaching English to young learners need the skills of a good teacher so that young learners can understand the material, keep up with the task, learn the language, and manage it. Teaching English to young learners requires more strategies and attention. In this study, we used the theory of Bonnie Piller and Mary Jo Skillings. Teaching strategies for primary level of students by Bonnie Piller and Mary Jo Skillings California State University, San Bernardino USA: demonstration, choral drill, look and say, pictorial illustration, verbal illustration, association, questioning, narration, read and say. This research focuses on the difficulties in teaching English to young learners and the strategies used by

the teacher to reduce the difficulties in teaching English to young learners at grade 4 students of SDN Mrican 1 Kediri.

Methods

This research design used descriptive qualitative because the researcher wanted to know the facts of an event or phenomenon when conducting research directly from the field. Qualitative research is also referred to as natural research, interpretive research, or phenomenal research (Bogdan & Biklen: 1992). This study aimed to find out the problems faced by the teacher in applying strategies in teaching English for young learner and to find out how did the teacher apply the strategies of teaching English for young learner at SDN Mrican 1 Kediri.

The data collection methods include observation and interviews. To know the result of the study based on the strategies that teacher used in teaching English for young learner and problem faced by teacher in applies the strategies in teaching English for young learner. The researcher observed one class, at IV grade which consists of 36 students. The researcher used some instrument in this study. First was observation checklist. This instrument showed teachers' strategies of teaching English for young learner at IV grade students in the class. The second was interview guide. This instrument used to find out how the teacher applies the strategies in the class.

Through observation, data collection is carried out using an observation checklist. The observation checklist was used by researcher to obtain data about what strategies teacher use when teaching English. The observation is held in order to get the data about teachers' strategies in teaching and learning process. This interview activity was carried out continuously and later processed by the researcher. The researcher used steps as follow: the researcher prepared some questions that would be asked to the teacher. In this interview section, each participant was interviewed about 30 minutes depending on the question and situation. The interview was recorded to help the researcher in obtaining the data. The researcher also prepared recorder to record their answer.

In analyzing this research, the researcher used primary data as the references. The primary data used by the researcher in order to analyze the problems of this research. The first source of the data obtained came from direct observation. Thus, the data obtained was

clear and not just a description of the researcher and related parties, namely the English teacher of SDN Mrican 1 Kota Kediri. The second was data source interview. The researcher provided interview guide for asking the teachers of SDN Mrican 1 Kota Kediri to know the strategies of teaching English for young learners and problem when applies the strategies.

After the researcher collected data through observation and interviews, the researcher carried out data analysis from the data that had been collected. Based on the data obtained through observation, the researcher groups what strategies have been used by the teacher in accordance with the theory that has been used. Then, after analyzing the observation data, the researcher analyzed the results of the interviews conducted with the English teacher. From the results of this analysis, the researchers compiled them in transcript form.

Result and Discussion

Based on the research that has been conducted, the researcher found several problems and strategies used by teachers when teaching English. The problems experienced by teachers when teaching include (1) Insufficient Facilities, One of them is when it comes to displaying an LCD projector, not all classes have a screen to display images via a projector. This slightly hinders the learning process because students have to move to a class that has a projector screen (2) Students pay less attention to the teacher, This results in students not understanding and being unable to focus on the material. This problem can also disturb other students who are paying attention to the teacher. Students who do not pay attention to the teacher will miss out on the material so the teacher will explain it again which results in delays in moving on to the next material. (3) Student lack Motivation, According to the teacher, several students said that English was a boring subject and difficult to understand. It is not uncommon that when the teacher is explaining material, students do not pay attention to the teacher. (4) Student pronunciation is not clear, This problem is that students cannot pronounce vocabulary or sentences in English correctly. For this problem, teachers must be able to find a suitable strategy to improve students' effective pronunciation abilities. (5) Student cannot understand the material, English is a language that is difficult to understand. Because, according to them, English is a foreign language.

This is because they are not yet familiar with English. This problem is certainly a concern for an English teacher.

The strategies used by English teachers are, (1) demonstration, Demonstration is a teaching strategy where the teacher shows the students how to perform a task or process. (2) Choral Drill, is a repetitive and rhythmic strategy where the teacher and students say words or phrases together in unison. (3) Look and Say, is a strategy where students learn to recognize whole words by sight rather than phonetically (4) Verbal Illustration, is a strategy where the teacher explains a concept or word using descriptive language and examples. (5) Pictorial Illustration, involves using images, pictures, or visual aids to explain concepts, vocabulary, or stories. Visuals can make abstract ideas more concrete and aid in memory retention. (6) use questioning, Questioning is a teaching strategy that involves asking questions to engage students, check their understanding, stimulate critical thinking, and encourage active participation. (7) read and say, Read and say is a method where students read words, phrases, or sentences and then say them aloud, (Piller & Marry, 2005).

The first problem is insufficient facilities. Teachers complain that the limited facilities at the school are an obstacle in teaching English. A teacher implements a teaching strategy, which requires several facilities such as an LCD projector and sound speakers to support teaching. If the teacher teaches English only using textbooks, it makes the students bored without using the school facilities (Pratiwi et al., 2021). So, to overcome this, teachers use the Pictorial Illustration strategy. Pictorial Illustration does not always use an LCD projector, it can also use other media created by the teacher himself. Such as showing images on a poster, original painting, or other media that is similar and appropriate to the material being taught (Piller & Skillings, 2005).

The second problem is students pay less attention to the teacher, Students who do not pay attention to the teacher when teaching will miss out on learning material. The condition can disturb the learning and teaching process (Pratiwi et al., 2021). To overcome this problem, the teacher uses demonstration strategies and choral drill. In this case, students usually feel bored and do not focus on the material presented by the teacher. In this problem, the demonstrating strategy is used to restore students' focus so they can pay attention to the teacher when demonstrating a movement. Meanwhile, choral drill is used to

provide a little refreshment or ice breaking by inviting students to sing together (Piller & Skillings, 2005).

The third problem is student lack of motivation. Teachers complained that some students were less motivated in learning English. According to the teacher, several students said that English was a boring subject and difficult to understand. . It is not uncommon that when the teacher is explaining material, students do not pay attention to the teacher (Pratiwi, et al 2021). To overcome this problem the teacher uses pictorial illustrations and choral drills to restore students' motivation and interest in learning English. Pictorial illustration by showing interesting pictures or videos to students is very helpful in increasing students' learning interest (Piller & Skillings, 2005).

The fourth problem is student pronunciation is not clear. Almost all students must have experienced something similar. Practicing pronunciation regularly can improve students' ability to pronounce words and sentences in English. Look and say strategy is used to teach students the correct spelling and pronunciation when pronouncing English vocabulary. The read and say strategy is used to increase students' fluency in reading English vocabulary, improve concentration and pronunciation. Then, verbal illustration also has the same function, namely to help students be able to describe something or an image in English with correct pronunciation (Piller & Skillings, 2005).

The last problem is Students cannot understand the material. Based on interviews conducted by researchers with teachers, this problem is usually caused by teachers not explaining the material clearly, and sometimes students don't pay attention to the teacher when explaining the material. To overcome this, the teacher uses questioning strategies, choral drill, and pictorial illustration. In the questioning strategy, the teacher will ask students questions to find out whether the students have understood what the teacher has explained. For the choral drill strategy, the teacher inserts songs to increase students' understanding and so that students can easily understand the material taught by the teacher. Pictorial illustrations are used to help students improve understanding by providing an illustration through animated videos or images that are appropriate to the material taught by the teacher.

Conclusion

Based on the results of the study, The researcher found seven strategies used by teachers in teaching English for young learners to class IV students at SDN Mrican 1, Kediri. The first strategy is demonstration, then the second is coral drill, the third is look and say, the fourth is verbal illustration, the fifth is pictorial illustration, the sixth is read and say, and the last is questioning. The researcher also found five problems faced by teachers when implementing this strategy first is insufficient facilities, students pay less attention, student lack of motivation, student pronunciation is not clear, and students cannot understand the material. This strategy is very possible to always use in the classroom because with this strategy students' abilities increase in learning English. Based on research, the researcher also found that these seven strategies can overcome the problems faced by teachers when teaching and can make it easier for students to learn and understand, as well as improve their ability in English.

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