



Strategies Implemented in Teaching English for Young Learners in Primary School

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ABSTRACT

Teaching English to young learners is not an easy task. Teacher needs to use appropriate learning strategies so the students are engaged and motivated in teaching and learning process. The current study aimed at identifying the teaching English strategies used by fifth grade English teacher and the problems encountered by teacher in teaching English for young learner. This study was a descriptive qualitative research and conducted in SD Suta Dharma Denpasar Bali. In collecting the data, classroom observation and interview were conducted. The result showed that there were eight strategies applied by teacher in teaching English. They are; listen and repeat, listen and do, question and answer, in-pair, cooperative learning, and games. Furthermore, the problems experienced by teacher were lack of media of teaching English and lack of knowledge of strategy in TEYL. The problems occurred because the teacher has a limited knowledge on how to teach English for young learners and the lack of resources of teaching media available in school.

1. Introduction

Globalization impact creates teaching English has developed dramatically in recent years and encouraging everyone to master English as their international language. English begins to be taught earlier to young learners as an evidence of development of English education in Indonesia. It is expected that English instruction at elementary level would contribute to the advancement of students' overall language competence (Nguyen & Terry, 2017; Rusiana & Nuraeningsih, 2016). Besides that, teaching English to young learners become popular because of English as a lingua franca in recent years, it means English is a common language for communication between two people who have different languages (Harmer, 2001)

It is not an easy responsibility to teach young learner in primary school because students have different characteristics compared with adult learners (Pinter, 2011). Teaching English should be started since young age because young learners are very effective at their age (Mwalongo, 2016; Ratminingsih & Budasi, 2018). They will be very easy to understand language lessons because at this stage they are very interested in a new thing. They will also easily absorb naturally about other cultures through language. Besides that, most children are eager to gain new experiences including learning a new language. They like to be active and have a lot of energy which make preschool perfect time to benefit from physical activities to teach a language (Uysal & Yavuz, 2015). There are many reflections that should be taken on how to teach and what to teach. Teaching for students of primary school is not the same as teaching adult, it makes teachers should make creative ways in teaching to give a high quality of teaching learning process.

To provide a quality teaching, a program should be supported by such other factors as institution, teachers, teaching process and learners. In addition among those factors, it is teachers who hold significant role in teaching (Habibi & Sofwan, 2015). Teachers therefore can be said as the most important factor in determining the success of teaching learning process. A high-quality teacher would therefore ensure the students' quality. In addition, in teaching English to young learners (TEYL), a teacher should

have both professional and pedagogical competence in TEYL; professional competence includes English proficiency, licensure, TEYL trainings, etc, and pedagogical one is about ability to teach young learners (Husein, 2014; Lungu, 2015).

If the teachers cannot teach the children appropriately, the children may not enjoy their learning. Consequently, the teaching learning process may be unsuccessful. It is highly suggested for teacher to create interesting, fun, enjoyable and fun lesson for young learners. It is because young learners have a quite short attention span and are easy to get bored (Juhana, 2014). It is similar to what (Harmer, 2001) argued that unless activities are extremely engaging, they get bored easily, losing interest after ten minutes or so. Teacher should pay attention to the strategies used in teaching English to primary school students. It because of students will obtain the benefits of learning English. The most needed of primary school students in learning languages is to communicate (Cahyati & Madya, 2019). Thus, general purpose of language learning is to develop students to communicate in order to they can fluently pronounce English as a provision in the future to face the global world as nowadays. So that, teachers should select some appropriate strategies to be applying in teaching learning process. It can be considerations based on characteristics of young learners and the materials are given to the students.

One component to determine the success of English teaching and learning process is teaching strategy. A good English teacher prepares what is best for the students through certain learning strategy especially strategy that can enhance students' motivation in learning English (Nguyen & Terry, 2017). Besides that, the use of correct English teaching strategies and in accordance with the characteristics of students is able to support the teaching and learning process so that learning objectives can be achieved (Intarapanich, 2013). Teaching strategies that generates significant learning and creates motivation, interest and enjoyment in young children is a challenge in contemporary education (Remer & Tzuriel, 2015). So, it can be said that the existence of teaching strategy is very important in determining the success of teaching and learning process.

From the discussion above, it can be stated that teaching English for young learner is different with teaching English for adult learner. Young learners have different characteristics and learning preference. In coping with these differences, English teacher should select the appropriate teaching strategies for young learner. A good and appropriate teaching strategy is believed can motivate the students in teaching and learning process and help to achieve the learning goals. Considering strategy of teaching English for young learners and the importance of applying the strategies, this study attempted to investigate the teaching strategies used in TEYL, TEYL and how the teacher implements the strategies.

2. Methods

This study was as a descriptive research. Descriptive research is conducted to describe a phenomenon and its characteristics (Nassaji, 2015). In this context, the phenomenon that is described is teaching strategies that are employed by English teacher in teaching English for young learners in SD Suta Dharma. In conducting the study, observations and interview were primary used in collecting the data. Data in this study are explained and analyzed in order to answer questions or problems in this study.

The criteria of informants appointed or selected in this study were informants who taught English to children in elementary school at SD Suta Dharma. Since there is only one English teacher in SD Suta Dharma, the English teacher directly becomes the informant. The object of the current study is the strategy implemented by English teacher in SD Suta Dharma in teaching English for young learners.

The methods and instruments of data collection used were observation sheet and interview guide. In this study, the researcher observed the strategies that were used by teacher in teaching English for young learners and the frequencies of each strategies that were used by teacher in teaching English for young learners. In so doing, researcher was present in the classroom sessions to obtain data. Equipped with camera and notebook, researcher captured what was going on throughout the teaching English process.

Interview guide is a conversation with certain purpose and support the data in qualitative research. The researcher interviewed the English teacher in order to obtain information. The interview was conducted to provide information cornering the strategies, the frequencies of strategies and the problems that face by teacher in teaching English for young learners. The types of the interview used in this study was semi structure interview

3. Result and Discussion

The result of the observation and interview in SD Suta Dharma as generated some important findings. These findings are discussed in this section in order to answer the proposed research questions.

The first research question is dealing with the strategies used by teachers in teaching English for young learners. This question can be answered by referring to the finding of the observation and teacher interview. It was found that there are several strategies used by teacher in teaching English for young learners namely Listen and Repeat, Listen and do, and Question and Answer, Guided writing, In Pair, Cooperative Learning and Games. The most frequent strategy used were Listen and Repeat, Listen and do, Question and Answer. The strategy used is presented in Table 1.

Table 1. Strategy used in teaching English for young learner

Strategy	Activity
Listen and Repeat	These strategies focused on teaching vocabulary. Listen and Repeat was a strategy used by the teacher to help the students become more easily to understand or memorize vocabularies by imitating their teacher directly.
Listen and Do	The teacher gives a few sentences in the form of instructions or orders to the children. Then the teacher asks the children to listen carefully to the command line and they respond to carry out the dictates of the teacher in the phrase
Question and Answer	Teachers asked questions and the students answered it. The teacher wrote some sentences in the whiteboard, and the teacher asked the students to complete the sentences by giving the correct answer.
In Pair	The teacher asks the students to make groups in pair. Afterwards, he gives several tasks related to pair activity. This strategy was usually used in doing exercise given by the teacher
Cooperative Learning	In this strategy, the students were divided into groups. Between members of groups could learn with others to do exercise from teacher. Teacher explained about material and then divided the students into some groups through a game. In this game, teacher wrote some sentences, which consisted of blank space. Every groups had to fill the blank space by rising their hands, which one was fastest they would come in front of the class and write the answer.
Games	Teacher gave a game in opening the lesson. The games were related with the topic that teacher was given to the students. Here teacher used alphabet race, in this game he had two sets of Alphabet cards that consisted of an Alphabet card A-Z and he put alphabet cards in front of the class. Next, the teacher mentioned the English word, "black". The students must arrange the alphabet cards into a word "black" in front of the class.

Listen and Repeat, Listen and do, and Question and Answer are commonly used in drilling students about learning material. By using a chain drill, all students have the same opportunity to ask and answer questions with each other. It is started by the teacher who prepares questions to be asked to the student nearest with the teacher. Then the teacher begins the chain by asking questions to the student nearest with the teacher. That student responds, then his turn to ask student next to him and the chain continues until all of the students get a chance to ask and answer the questions (Larsen-Freeman, 2000). The finding is also identified in a study conducted by (Yusuf et al., 2017) who found that listen and repeat, English teacher to teach English for young learner commonly uses listen and do. They found that these techniques are really good for students to try to learn English Those techniques are very suitable for foreign language especially for young learners because it emphasizes on repeating through oral practice (Bozorgian & Kanan, 2017). (Senel, 2006) also suggests using this technique in teaching pronunciation because it can increase accuracy in pronunciation.

The other strategies used was guided writing strategy. This was focused on students' writing skill. In guided writing, the teacher guides the students in composing a text, while they are working in a small group. Here, the students follow the example that the teacher presents. It guides them through the writing process. Aminatun et al., (2018) also found that in teaching English especially writing skill, teacher used guided writing by modelling, providing the media, and preparing or supply the written materials which can be used to guide the students. The teacher may give series of exercises that focus on vocabulary building and sentence structure related to the text. Therefore, the students learn various vocabulary and sentence patterns before they are able to write (Juriah, 2015). Therefore, the students will get better in their writing. Ningsih (2016) explains that guided writing allows a teacher to work closely with a small group of students based on a common need. During a guided writing lesson, a teacher might gather a small group and model writing, or maybe they will complete a shared writing experience together. She also claims that guided writing is useful for a range of teaching purposes. It allows students to consider

audience, purpose, topic, selection of text type, when planning their writing. It allows writers to focus on conventions such as spelling, punctuation, standard usage, and handwriting. It also may be used to encourage students to revise and edit their writing.

The next strategy implemented was cooperative learning. Currently, the teaching method selected by teachers is suggested to put the students as the center of the learning process. One strategy that puts the students as the central of learning process is cooperative learning (Slavin, 2011). Cooperative means the students work together to solve particular problems. Researchers and education specialists endorse the view that student learning can be maximized, thus academic performance improved, by developing a sense of "we are all in the same boat together," a basic tenet of cooperative learning (CL) (Kupczynski et al., 2012). This strategy was very helpful in building the sense of togetherness among students. In cooperative learning, the students were put as the center of the learning process. The teacher's role is to facilitate and guide the students if the students face difficulties. As mentioned by (Ning, 2011), this kind of learning environment will help the students to contribute positively during the learning process. Similarly, (Pan & Wu, 2013) identified that that cooperative learning instruction is very suitable for young learner. They identified that in comparison with the traditional strategy, cooperative strategy created a significantly positive promotion in the student learning motivation, particularly in liking, dedication, self-efficacy, and extrinsic motivation. Cooperative learning offers many benefits for students. They could solve their problem by having a discussion with other students. Besides, this also strengthen their togetherness.

These strategies were used by the teacher with consideration toward four skills. In listening skill, the teacher tended to use listen & repeat and listen & do. Meanwhile, in speaking skill, teacher applied question and answer. On the other hand, for reading and writing skill, teacher tended to use guided written, in-pair, and cooperative learning. In listening skill, the teacher asked the students to do listen and repeat activity where the teacher said some words and the students followed exactly teacher's utterance. The teacher stood up and said the words while the students repeated it loudly in their seat. The teacher also told the meaning of those spoken words. After repeating, then the students were asked to do listen and do. In this strategy, the teacher spoke the words and the students followed what teacher said to his students. In this case, the teacher stood up in the front of the class to say the word. Then, the students who knew the meaning of words would act directly. This kind of activities make students have positive interaction with their environment because they can directly join the situation. (Gilakjani & Ahmadi, 2011) argue that students get improvement on their vocabulary where they are encouraged to listen in their environment. In speaking skill, teacher applied question and answer. In this case, the students can propose some questions related to the previous material. The other students will answer the question by raising their hand. These activities are done spontaneously. In reading skill, the activity is done by guided written where the teacher gives a clue and the students continue its clue. The teacher writes one simple sentence on the black board and the students continue their teacher's sentence on their worksheet. Especially for reading and writing skill, applying in pair and cooperative strategy is suitable for students. In reading skill, the students can find information with their pair or their group. They can also share the information that they get from the book. Especially for writing skill, the students are asked to organize a simple paragraph with their pair or group. The students exchange their work with their friend to check their work together. By conducting cooperative learning, it supports students to develop their personal and social skill (Altun, 2015). The last strategy that is used by the teacher is game. The teacher often uses the game to motivate students to move or join the activity. Young learner needs a fun activity like game. Game is an effective way to enhance students' English skill especially in mastering vocabulary (Ratminingsih et al., 2018; Ratminingsih & Budasi, 2018). Thus, inserting game in teaching and learning process is necessary in language teaching.

There is a strong indication that the teacher was not very creative in employing teaching strategy. It can be seen from the most frequent strategy used. The strategy was not able to involve children on the learning process. The teacher was very monotone during the teaching and learning process especially in selecting the teaching strategy. It is indeed that teachers are required to be creative in teaching and learning process (Suwartono & Oktavia, 2019). Creative teachers adapt, create and evaluate ideas for their own teaching strategy (Horng et al., 2005). These teachers, who are creative, also bring out creativity among the students they teach.

The teacher was identified not graduated from English teacher program. He was graduated from Primary School Teacher Education PSTE. In Indonesia, this is very common. Many English teaching professionals at elementary level in Indonesia are graduates of Primary School Teacher Education (PSTE), which is normally called PGSD (Pendidikan Guru Sekolah Dasar). The course is offered in general education-teaching colleges as a four-year undergraduate degree that aims to produce qualified and competitive elementary classroom teachers; to conduct research that involves lecturers, students, and

elementary teachers; and to conduct community service. The graduates of PSTE will have acquired knowledge and skills related to teaching young learners, approaches and methods of teaching, educational philosophies, teaching practicum, testing and assessment, but their exposure to English is limited (Zein, 2015). That is why the teacher was lack of creativity in teaching English.

Creative teacher generates creative teaching. In basic terms, creative teaching could be considered as teaching that expects to make student learning more intriguing and more compelling using creative methodologies (Jeffrey & Craft, 2004). Creative teaching is the process leading to creative learning through the implementation of new methods, tools and content which stimulate learners' creative potential. Horng et al., (2005) state that creative learners need creative teachers. They also emphasize that creative teachers are those who are willing to create creative environment and encourage the students to be creative in the class. For successful creative thinking instructions, teachers have not only the responsibility to comprise a varied menu of creative practices, but also to establish an appropriate creative classroom climate, one that is positive, open and pleasant. Therefore, teachers who are creative could bring a positive vibe to the classroom.

From the result of interview, it can be identified that teacher's lack creativity is caused by his limitation of knowledge of teaching English for young learners and limitation of media available in school. Copland, Garton, and Burns (2014) also found that the lack of knowledge and experience of teacher in teaching English for young learners has been seen as a main issue that causes teaching and learning process cannot run well. Besides, they also found that the challenges faced teachers when teaching English for young learners are (1) lack of training, (2) lack of knowledge, and (3) lack of resources, (4) the government policy, (6) class size, (7) teachers' own skills and confidence in English, and time pressures. In line with the finding, Strakova (2015) identified that the challenge in teaching young learners lies on teachers' capability to teach young learners and lack of experiences they have. Thus, experience and knowledge of teacher are two essential factors that determine the success of teaching and learning process.

4. Conclusion

The strategies used by teacher were Listen and Repeat, Listen and do, Question and Answer, In-Pair, Cooperative Learning, Guided Written Activities and Games. The most frequent strategy used by teacher are Listen and Repeat, Listen and do, and Question and Answer. The researcher found that the teacher in this research admitted that strategies to teach English for young learners exist but sometimes teacher had their own way to teach students. He tended to use a monotonous strategy or just a combination from many strategies. Teachers chose the strategy that was convenient to be applied in teaching English for fifth grade. He tended to adjust to the condition of his student's ability. For examples of his efforts are he prepared the teaching materials, gave the students a correct and understandable explanation, gave additional assignments (homework), reminded the last material to his students every meeting or at least once in a month.

The strategies used by teacher were not able to involve children in the learning process. This was caused by teacher's lack of knowledge of teaching young learner. The teacher did not have educational background to teach English to young learners. However, every teacher should be creative in designing the learning process and this includes selecting the appropriate strategy. Teacher with lack of knowledge and experience of teaching young learners should be aware that the teaching and learning process should be fun and able to make young learner enjoy the learning process in an engaging way.

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