



## USING DIALOGIC READING STRATEGY TO TEACH ENGLISH TO YOUNG LEARNERS

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### Abstract

This paper explains about the implementation of dialogic reading strategy to teach English to Elementary school student's grade 6 in learning English. The writer will explain the procedures and the advantages of dialogic reading strategy. Grover Whitehurst a psychology found this strategy. This strategy uses the acronym PEER (*Prompt, Evaluate, Extend and Repeat*) and CROWD (*Completion prompts, Recall prompts, Open-ended prompts, Wh-prompts, and Distancing prompts*). This strategy helps students to use more words, speak in longer sentences, improving their vocabulary and practice their English.

**Key words:** Dialogic Reading Strategy, Teaching English to Young Learners

### A. INTRODUCTION

Teaching English as Foreign Language for Indonesian young learners is not an easy task. In learning English, the learners face some obstacles. One reason of why learning English is difficult for the learners is English is hard to practice it every day because English does not use in daily communication and.

Beside that in teaching English to young learners at school, the teacher cannot use the appropriate technique to teach the students even they have already known some techniques. It can be seen especially in teaching story. According to Cameron (2009:160) "stories are frequently claimed to bring many benefits to young learners in the classroom, including language development". Thus, from the explanation above, when teaching stories to young learners there must be some advantages in developing their language. Stories should be fun activity to young learners. We can see from the TV programs which show the story as the part of their main way, for example, Teletubbies, Dora the Explorer and soon.

Young learners are less of attention and less of concentration while following the learning process in the classroom. They often get bored with unvaried technique used by the teacher. They do many things when the teacher explains the lesson such as making a joke with their friends, drawing pictures, walking around the class and disturbing each other. It makes the learning process does not run well meanwhile the teacher has to lead the process to be a successful learning.

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In the young learner's class, it is important to keep the classes interesting, and to keep the students stimulated and excited about what they are learning. Young learners need various approaches and offer as much opportunity as possible to make the whole class interesting because they have a limited attention span and tend to feel bored with monotonous activities.

Young learners should have fun with English. The teacher can apply many kinds of techniques such as by singing songs, chants, games and stories. There were some researchers which had been conducted related to the teaching English to young learner. One of them was Rahayu and Sari (2013) who conducted the good morning ball game in teaching speaking. Young learners are easy to catch the environmental context and enjoy repetition of certain routines and activities. The teacher has to be creative in package the material so it becomes simple, enjoyable, and meaningful. One of fun ways in teaching English is through stories. Telling the story to young learners is not an easy task. The teacher also should know the characteristic of the story of the students like. The story cannot be too long and the character in the story should interest the students.

## **B. DISCUSSION**

Young Learners are the students of elementary school who are at grade one up to grade six. Their ages range from seven to twelve years old. They have learned English for about one up to four years. From those three statements, we may conclude that young learners are students who are studying in elementary or junior high school aging 7-12 and they are studying English as second language around one until four years. It can be at preschool or kindergarten. But in some cases, they can be having no English at all.

Philips (1993: 3) says young learners means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. However, as any children's teacher will know, it is not so much the children's age that counts in the classroom as how mature they are. There are many factors that influence children's maturity: for example, their culture, and their environment (city or rural), their sex, the expectation of their peers and parents. The approach and type of activity that you decide to use with a class will be influenced by your knowledge of their circumstances, attitude, and interest than simply by the children's physical age. So although are commended age range is given for each activity, it should be taken as a guide, not a hard and fast rule.

The teacher should vary their techniques to break their students' boredom. Because the students are very imaginative, the teacher can use media such pictures and games to teach their vocabulary so they will enjoy in learning English. Moreover, encouraging them can be done by giving them rewards. Because of some problems that many students have, such as they are less of attention spans, some students also can be shy while speak in the class. The teacher should make the activity as simple as possible but still in their ability. Writing activity can be taught to the children up to seven years old. The students will catch the idea in learning when the teacher uses more English significantly rather than students' first language. In addition, the teacher should lead the students to be the central part of the classroom. The significance of learning can be achieved by using

various media. In the beginning stages, the comprehension is more important rather than speaking. The teachers also should bring the cultural content and experience from the student in their learning.

Diana Brannon and friends (international journal in creative education Vol 4, no 9: 2013) said dialogic reading, a form of shared reading, is an interactive process in which parents and their children share about a book they are reading or looking at together. Dialogic reading has been found to have similar benefits to reading aloud, positively impacting many aspects of children's literacy development. Dialogic reading can be used to increase young children's expressive vocabulary.

According to Doyle and Bramwell (in Joan Kiely: 2014) dialogic reading helps children to:

1. use more words
2. speak in longer sentences
3. score higher on vocabulary tests
4. demonstrate overall improvement in expressive language skills

Grover Whitehurst (in Joan Kiely: 2014) is an American developmental psychologist who originally created the dialogic reading programmed in the early 1990s. In dialogic reading, adults are taught a set of standardized procedures, which are represented by the acronyms PEER and CROWD. PEER helps adults to remember the exact sequence in which to use the techniques. It stands for prompt, evaluate, expand and repeat and is designed to target children's vocabulary and comprehension skills. Adults are also taught five different prompts represented by the acronym CROWD. CROWD stands for completion, recall, open-ended questions, Wh-questions and Distancing.

#### 1. Preparation of Using Dialogic Reading Strategy

The teacher will need to prepare some story books before using dialogic reading strategy in the classroom, those preparations consist of :

##### a. The book

When the teacher using dialogic reading strategy to teach English to young learners, the important thing that should be prepared is the book. While choosing the book to the young learner, the teacher should consider some points. There are:

- 1) The pictures must be clear and simple
- 2) The subject should interest the child

##### 2. The Procedure

- a. The first thing that the teacher does is making the circle with the students. The teacher and the students sit in the floor with the teacher as the central person. Because teaching young learners must be fun and enjoyable, sitting in the floor is the best way to make the students relax while teaching and learning process. First, the teacher can use the empty space in the front class. Then, moving the tables and the chairs back and then put the carpet for the students to sit. Or the teacher also can move all the tables and the chair beside the class. So, there is a space in the middle. There the students can sit together with the carpet.
- b. The teacher will start to read the story book by doing PEER and CROWD strategy. The teachers should first introduce the title of the story book.

- The teacher : Look at this book. That is a rainbow here ( teacher point at the picture of rainbow)  
**What is the book about? (Prompts)**  
 Rainbow and ... (Completion prompts)
- The students : The bear (student 1)  
 The chicken (student 2)
- The teacher : **No that a duck. Duck itu itik. Coba lihat dia punya mulut yang panjang.**  
**(Evaluate, extend)**  
 The title is to the end of rainbow

The teacher	:	One day, Bebi is playing on the hill with Kuak Yang mana Bebi anak-anak?
The students	:	The brown one (student 1) Yang gemuk buk (student 2)
The teacher	:	And Kuak is ... (Completion prompts)
The students	:	Dia itik buk (student 1) Duck (student 2)
The teacher	:	That's true. Kuak said to Bebi "look at Bebi! A rainbow. Babi answered " a rainbow, wow... beautiful." Look at this (pointed at the picture of rainbow) <b>What is the name of this? (W-h prompts)</b>
The students	:	The rainbow
The teacher	:	Good... <b>do you know the color of the rainbow?</b> <b>(Open-ended prompts)</b>
The students	:	Merah (student 1) Kuning (student 2) Hijau (student 3)
The teacher	:	Okey... then, Kuak ask Bebi "do you know the colors of the rainbow Bebi? Bebi answered "red, orange, yellow, green, blue... and what comes next?" Kuak answered "it is indigo and violet". So, <b>can you tell me the colors of the rainbow students? (Open-ended prompts)</b> <b>Jadi apa warna-warna pelangi anak-anak?</b>
The students	:	Orange(student 1) Red (student 2) Yellow (student 3) Violet (student 4) Blue (student 5)
The teacher	:	Excellent! The Bebi ask "where does the rainbow come from? dari mana datangnya pelangi itu?" "pelangi itu dating ketika hujan dan matahari masih bersinar." Jawab Kuak



The Teacher	:	“it is true that there is a pot of gold at the end of the rainbow?” ask Bebi So, <b>what is in the end of the rainbow? (W-h prompts)</b>
The students	:	Emas ( <b>student 1</b> ) The gold ( <b>student 2</b> ) It is very expensive ( <b>student 3</b> )
The teacher	:	You are right
The teacher	:	So they run toward the end of the rainbow. Over the bridge.
The teacher	:	<b>So tell me what do you see in this picture? (Open-ended prompts) apa yang kamu lihat dari gambar ini?</b>
The students	:	Tree ( <b>student 1</b> ) Forest ( <b>student 2</b> )
The teacher	:	So they trough the pine wood forest. Then ... <b>(Completion prompts)</b>
The student	:	Masuk gua
The teacher	:	The cave. Excellence.
The teacher	:	Oooh... that is the end of the rainbow <b>Tell me what is the name of this? (pointed at the waterfall) (Open-ended prompts)</b>
The students	:	Air ( <b>student 1</b> ) So much air ( <b>student 2</b> )
The teacher	:	The name is waterfall. <b>Waterfall adalah air yang banyak dan jatu dari tempat yang tinggi ke tempat yang rendah. Contohnya Lembah Anai waterfall di Padang Panjang. (Extend)</b>
The teacher	:	Then, Bebi said “oh, no! The rainbow will disappear! And where is the pot of... What is the pot full of ... <b>(Completion)</b>
The students	:	Gold
The teacher	:	Good. :where is the pot of gold” ask Bebi “No, there is no pot of gold! But there is a pot of honey” Kuak respond. Jadi tidak ada gold atau emas disana tapi ada honey <b>Do you remember what the colors of the rainbow are? Masih ingat warna-warna pelangi anak-anak? (Recall)</b>
The students	:	Red ( <b>student 1</b> ) Yellow ( <b>student 2</b> ) Blue ( <b>student 3</b> ) Violet ( <b>student 4</b> )

The teacher	:	Okey. Good students. So this is the end of our story. You can take a break.
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### C. CONCLUSIONS AND SUGGESTIONS

It is known that when teaching English for people. It should be teach from the beginning as possibly. Young learners is the age by five until twelve years old, it means that it is the students that sit around kindergarten until the elementary school. This is the suitable time to teach English. Because of students in this age have a short attention while learning process; the teacher should have the unique and interesting strategies to teach English to young learners. One of the best ways is using dialogic reading strategy.

Dialogic reading is a form of shared reading, an interactive process in which parents or caregivers and their children share about a book they are reading or looking at together. Dialogic reading step are using acronyms PEER and CROWD. It stands for prompt, evaluate, expand and repeat and is designed to target children's vocabulary and comprehension skills. Adults are also taught five different prompt represents by the acronym CROWD. CROWD stand for completion, recall, open-ended questions, Wh-questions and Distancing.

When using dialogic reading strategy to teach English to young learners, the writer suggests the teachers should have more attention to the book that will be read to the young learners because the book itself is the core of this strategy. The book must suitable in the age of the young learners, using more pictures than the words, and also an interesting book to children. In addition, the question and prompts by teachers also important, it will have relation with the answers of the students.

**Note:** This article was written based on Oktavia's paper under the supervision of Dra. An Fauzia Rozani Syafei, M.A

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