

AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING ENGLISH TO YOUNG LEARNERS

THESIS

Submitted by

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The Bachelor Degree of Education in English Language Teaching

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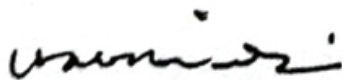
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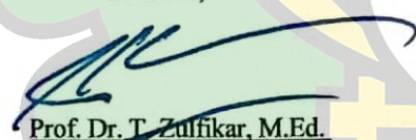
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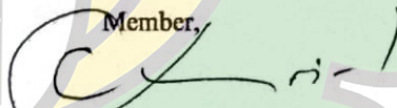
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Menyatakan bahwa sesungguhnya skripsi yang berjudul **“An Analysis of Teachers’ Strategies in Teaching English to Young Learner”** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya sepenuhnya menjadi tanggung jawab.

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Saya yang membuat pernyataan

A R -



(Dara Maulidia)

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praises to Allah SWT who has given His grace and guidance to the writer, so that the writer can complete the writing of this thesis. *Shalawat* and *Salam* be upon to the beloved Prophet Muhammad SAW and his family who have guided us to a better life.

During the completion of this thesis the writer experienced many obstacles. However, because of the efforts, prayers and motivation of various parties, the writer can finish this thesis on time. In addition, in the completion of this thesis the writer also received assistance from various parties. Therefore, the writer would like to thank the supervisor Prof. Habiburrahim, S. Ag., M.Com., M.S, Ph.D and Syarifah Dahliana, Ph.D who have taken the time and thoughts to guide and direct the writer so that this thesis can be completed. The writer also would like to thank the examiners Prof. Dr. T. Zulfikar, M.Ed and Khairiah Syahabuddin, MHSc.ESL., M.TESOL, Ph.D. May Allah always bless them and their family.

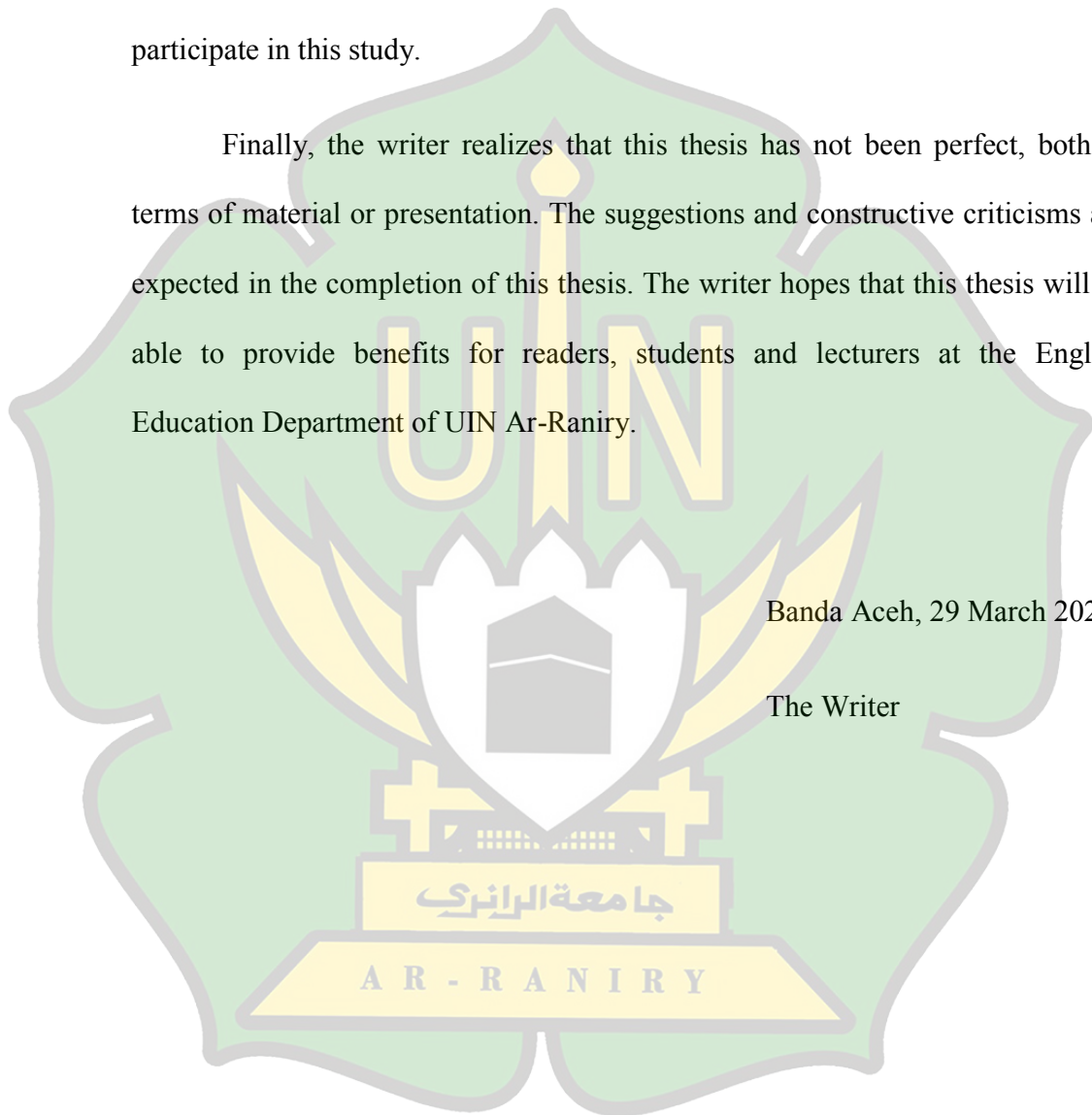
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Finally, the writer realizes that this thesis has not been perfect, both in terms of material or presentation. The suggestions and constructive criticisms are expected in the completion of this thesis. The writer hopes that this thesis will be able to provide benefits for readers, students and lecturers at the English Education Department of UIN Ar-Raniry.

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ABSTRACT

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This research aimed to study about teaching strategies used in teaching English to young learner. The qualitative method was used in this study to gather the information about common teaching strategies used in teaching English, the difficulties encountered by teachers, and the solutions provided to overcome these difficulties. Purposive sampling technique was used to select the participants and five teachers participated in this study. The result show that there are five strategies frequently used by teachers while teaching English to young learner, namely using flashcard, singing a song, playing a game, using word card and learning by doing. This strategy had an impact on young learners' English skill and their motivation to learn. On the other hand, teachers faced a number of difficulties when implementing these strategies such as lack of availability of media needed by teachers, managing the young learners, and limited time. This study also discovered the solutions to dealing with these difficulties such as making smalls group

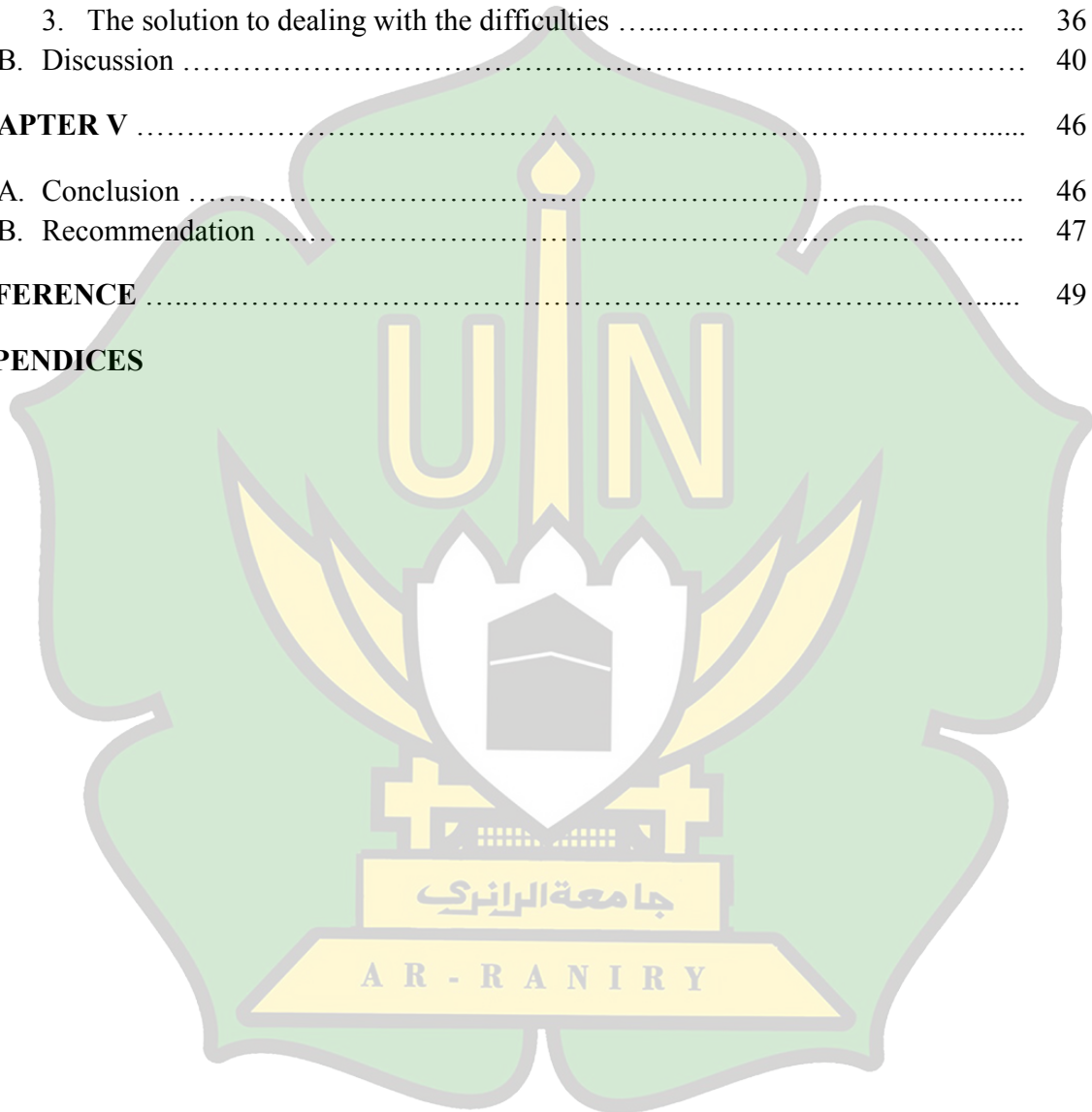
work, making the conducive situation, making the learning media, and using familiar rhythm in the song



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CHAPTER I

INTRODUCTION

This chapter provides some information related to introduction and underlies the researcher does this study. This chapter elaborates background of the study, aim of the study, significance of study, and terminologies which related to the study.

A. Background of Study

Nowdays, English cannot be separated from a large number of areas such as education, health, government, business, science, and technology. In addition, people from various countries also communicate through English to make it easier to understand information. Over 350 million people use English as their first language to communicate (L1) and about 430 million people consider English as their second language (L2) (Rahman, 2021). In many countries, people claim English as a foreign language (EFL). Therefore, learning English has become a necessity among the society.

Learning English is not only taught to adults, but also to young learner. People assume that children will understand and master a language faster if it is taught from an early age. Brown (2001) states that language can be acquired easier in the age range of two years up to early teens. Moon (2005) also clarifies that there are three main reasons why people start to teach English to young learner. First, younger is better. This reason refers to the

hypothesis that there is a special period during childhood for learning languages and that after that period has passed, it is difficult to learn a language. Second, younger is better in the long term. People assume that by starting in kindergarten or primary school, the children increase the overall time for English and in the long term achieve a higher level of proficiency than those starting later. The last, English is an international language. It refers to the global importance of English.

However, teaching English is not an easy thing because English is not the first language used by young learners in Indonesia as their daily language. In addition, children aged 3 to 10 years have not been able to use strategies or learning methods commonly used by adults (Kersten & Rohde, 2013). Additionally, the characteristics of young learners can also be the reason why the teaching strategies used for them are different from adults.

According to Harmer (2008), young learners has characters such as they respond even though they don't understand, they learn from whatever is around them, learn more indirectly, understand objects faster through sight, hearing, touch and interaction than explanations, they also have curiosity and great enthusiasm for something new, and also get bored quickly. Based on the explanation, this indicates that teacher needs to apply the appropriate teaching strategies for young learners to develop their teaching performance in order to encourage the young learners quality in learning English.

There are number of study about teacher strategies in teaching English to young learner that was conducted by some researchers. A study carried out by Hashemi and Azizinezhad (2011) state that using enjoyable language learning games, listening to music and watching cartoon in English are some strategies which can be used by teacher in teaching English to young learners. Based on several strategies that have been implemented, there are positive results on the ability of young learners to learn foreign languages at their age.

A study carried out by Lestari, Asrori and Sulistyawati (2019) find that there are some strategies which are teacher used in teaching such as ice breaking, recalling memory, brainstorming, discussion, game, listen and read, listen and match, etc. Those strategies are effective to use in teaching and learning process. It can help young learners to have a good English learning and increase their participation in the class activities, build their understanding on the material, help them memorize the material easily and enhance their interest and motivation in the learning process.

The study conducted by Paskalisa and Sadikin (2022) find that the implementation of song videos in teaching listening skill gave a great influence to young learners. Most of them showed enthusiasm in listening to songs, imitating song lyrics and following the songs. This is because the song videos are interest to young learners and the rhythm of songs are fun. In addition, the atmosphere in the classroom increased positively during this activity.

The study conducted by Pratama and Awaliyah (2015) show that there are number of strategies which used by teacher in teaching speaking to young learner such as role play, watching video, games, jazz chant, cartoon story maker, and repetition. Furthermore, researchers also find that there are three barriers faced by teachers in teaching speaking such as reluctant students, missing pronouncing and lack of vocabulary. For students who are missing pronouncing and lack of vocabulary, teachers provide resources such as videos, songs and picture as a media for learning. This strategy is very effective in helping students in pronouncing difficult word.

The previous study shows the important and kind of strategies which are used by the teachers in order to success their teaching and learning process. Meanwhile, this study focuses on the analyzing of teachers' strategies to encourage English learning to young learners. The reason for choosing this topic is to find out the difficulties faced by teachers in applying strategies and how the solutions are provided to overcome the difficulties.

B. Research Questions

Based on the background of study described above, this study focused on the following problems:

1. What are the teachers' strategies in teaching English to young learners?

2. What are the teachers' difficulties in implementing the teaching strategies for young learners?
3. What are the teachers' solutions in dealing with the difficulties in implementing the teaching strategies to young learners?

C. Research Aims

According to the research question above, the aims of this research are:

1. To find out the teachers' strategies in teaching English to young learners.
2. To discover the teachers' difficulties in teaching English for young learners.
3. To enclose the teachers' solutions in dealing with the difficulties in implementing the teaching strategies to young learners.

D. Significance of the Study

The results of this study are expected to provide benefits to students of English education as prospective English teachers in the future as a reading source in understanding about teaching English strategies to young learner. The results of this study are also expected to be a reference for other researchers related to teaching English strategies to young learner.

E. Research Terminologies

Research terminologies discussion is needed to explain the words used in this study. The aim is to avoid misunderstandings and unclear explanations. Based on the title of this research, the terminology needed to be discussed is as follows.

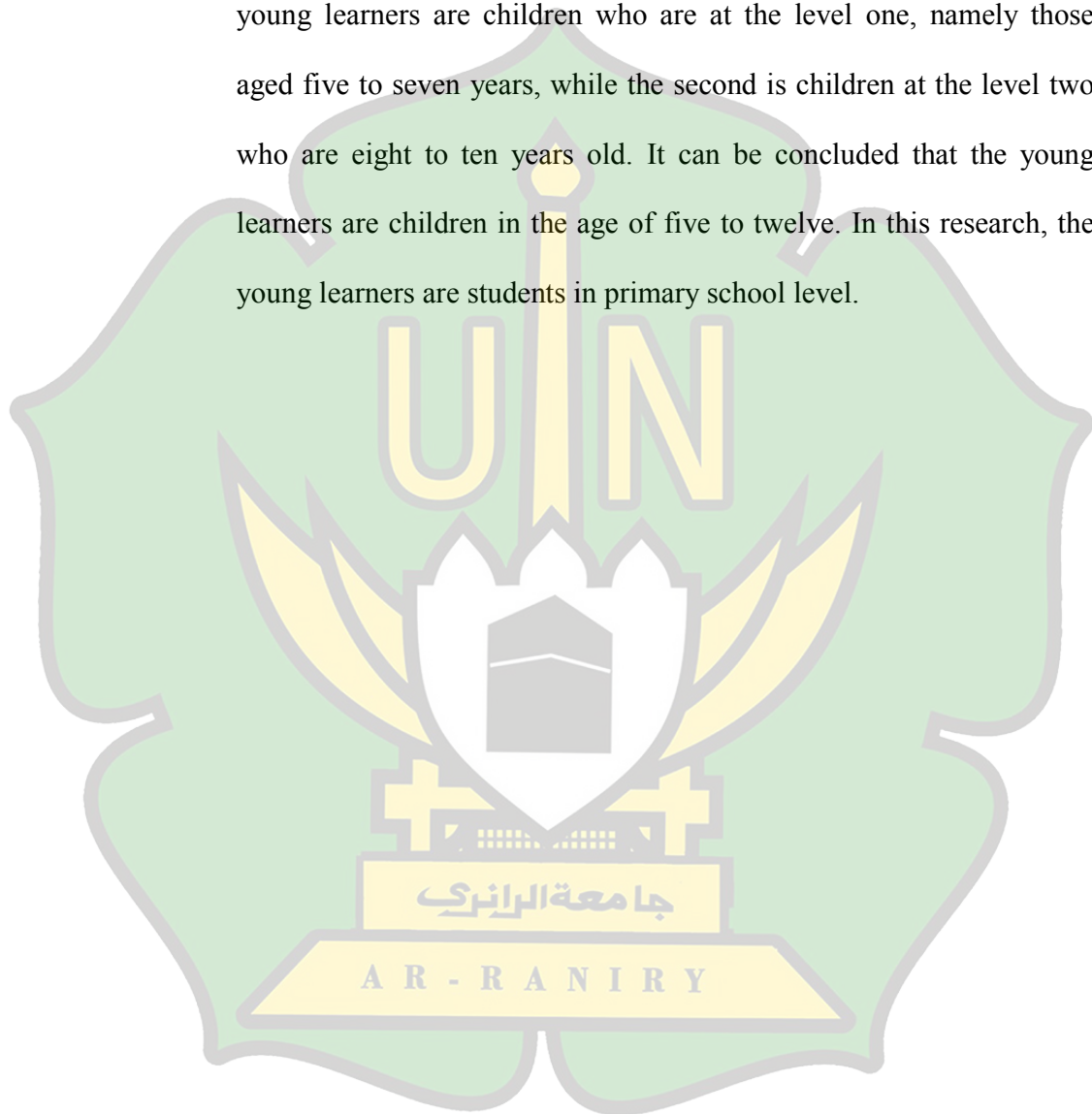
1. Teaching Strategies

Generally, strategy is a plan of actions that one used to formulate goals and the means of achieving these goals (Athapaththu, 2016). In the learning context, teaching strategy can also be interpreted as a pattern of learning activities that are selected and used by the teacher contextually, according to the characteristics of students, school conditions, the surrounding environment and the learning objectives that have been formulated (Nasution, 2017). The strategy is one of the ways that teachers use in teaching the material. In this research, teaching strategies is a steps used by teachers in teaching English for young learner at primary school level.

2. Young Learners

According to Cameron (2001), young learners are children aged between five to twelve years old. Pinter (2006) limits the age group of young learners from five to fourteen years old. In addition, young learner is children in elementary school level at the grade one to six

who have age around seven to twelve (Syafei, 2016). Meanwhile Scott and Ytreberg (1990) divide young learner into two groups. First, young learners are children who are at the level one, namely those aged five to seven years, while the second is children at the level two who are eight to ten years old. It can be concluded that the young learners are children in the age of five to twelve. In this research, the young learners are students in primary school level.



CHAPTER II

LITERATURE REVIEW

This chapter provides a thorough overview of the variables or terminology used in this study. The reviews in this chapter take the form of theoretical studies and the findings of previous research

A. An Overview of Young Learners

1. Definition of young learners

There are many statements regarding to definition of young learners that have been put forward by several experts. Cameron (2001) argues that young learners are children aged between five to twelve years old. Scott and Ytreberg (1990) divide young learner into two groups. First, young learners are children who are at the level one, namely those aged five to seven years, while the second is children at the level two who are eight to ten years old.

Another opinion is presented by Curtain and Dahlberg (2004) who categorize young learner into four groups based on their age. The first are children between the ages of two and four who are usually at the pre-school or kindergarten level. The second is children aged five to seven who are at the primary school level. The third is intermediate students aged eight to ten who are formally enrolled in elementary school. The last

is early adolescent student age eleven to fourteen formally at junior high school. Syafei (2016) argues that young learners are children in elementary school at the grade one to six who have age around seven to twelve. Based on the statement from the expert above, we can conclude the young learners as children who are between five to twelve years old. It means that young learners are children in kindergarten and elementary school level.

2. Characteristic of young learners

As we know that the young learners have very different characters from adult. With its character, teachers are encouraged to use different methods or strategies to young learners from adults during the teaching and learning process. In language learning, young and adult learners have different perceptions because they have different characters. Young learners have very high enthusiasm than adults. Even though young learners have a higher level of enthusiasm, they can also easily lose interest in the learning material delivered by their teacher (Cameron, 2001).

According to Nunan (2001), there are several characters of young learners.

- a. Young learners have a holistic approach to language. They are able to understand the meaningful messages conveyed to them, but they have not been able to analyze the language.
- b. Young learners have a low level of awareness for the learning process
- c. Young learners have limited ability to read and write even in their first language.
- d. Young learners are typically more concerned with themselves than to others.

Additionally, Moon (2005) also clarifies that there are four characteristics of young learner which are a marker for them being different from adults in language learning.

- a. They do not have reason to learn English. It is unlikely that young learner has reasons for learning English like adults. They don't even understand why or what they are learning English for. In fact, the main reason why they learn a language is simply because they like the teacher or the learning activities implemented by the teacher.
- b. Young learners are ability to regulate themselves. Because they are still in the process of growth, the young learner is still learning how to regulate their feelings and behavior towards something or someone else.

- c. Young learners will give more attention to meaning than form. If we observe them watch a cartoon or listen to a fairy tale, they will find out what is going on in the cartoon or fairy tale by using physical or visual clues such as facial expressions, place, or from a sign.
- d. They learn through an activity and experience. The young learners like to explore their environment. We can see this from the way how they like to touch and play with things such as pressing buttons or holding other objects. In learning English, this means that the young learners are more likely to learn such as vocabulary or grammatical patterns from participating in activities that require their use rather than being taught to them formally and deliberately.

As a result, teaching English to young learners need the skills, so that young learners can understand the material, keep up with the task, learn the language and manage it. In addition, teaching English as foreign language to young learners requires that teachers have a thorough understanding of the development and needs the characteristics of young learners. Physical movements and real activities needed by them to stimulate their thinking. Consequently, teaching them requires different strategies. The teacher should know and be aware of some characteristics in order to choose the best strategies in helping the young learner to learn.

3. Language learning resource for young learners

Material is an important resource for teachers in the learning process. Material is anything that is used specifically during the learning process which aims to increase students' knowledge and skills about language (Diyanti, 2010). There are many available language learning resources that teachers can use in teaching language to young learner. Teachers can choose materials or materials that are appropriate to the language learning they want to convey to young learner.

According to Sukarno (2008), in teaching and learning process, the teachers must know the kind of language learning resource which appropriate to use for young learner, such as:

- a. Making language learning resources as the main material which is learned and used to an interesting activity that can be carried out by young learner in daily activities.
- b. Language learning resources must be in accordance with the children's characters and their world. Therefore, the ideal English teacher for young learner is someone who is familiar with the songs and games that usually do by young learner. In addition, the teachers are also able to arrange the material to be interesting for young learner.
- c. There must be a clear distinction between technique and resource.

Based on the expert's explanation above, teachers are advised to arrange English material based on the characters and activities that are

usually carried out by young learner in their daily activities. It is intended that young learner can understand English learning in a fun way and without any compulsion to learn the language.

4 The benefit of language learning to young learners

Teaching English to young learners requires to knowledge and skills. In addition, the learning process must also be carried out with activities that are interesting and in accordance with the character and habits that they carry out in their daily activities. Although teaching English to young students is not an easy thing, Moon (2005) clarifies that there are advantages for young learners if the teaching and learning process is successfully implemented for them.

- a. If the activity gives a positive impression, it can increase young learners' confidence in language learning. It will have an impact on young learners' attitudes and motivation towards language in the future and can help them to sustain language learning through secondary school and beyond.
- b. Language learning can help broaden young learners' cultural knowledge and help them in develop intercultural understanding.
- c. It can make children more aware of language as a phenomenon in its own right (that language and the objects it refers to are independent of

each other) which helps children to understand their own language better and aids the study of other languages.

- d. Learning a foreign language requires the acquisition of new learning strategies. The exposure to 'foreignness', something new and different is a kind of cognitive conflict in Piaget's terms and can be the catalyst for cognitive development.

In brief, the use of appropriate strategies in teaching English to young learners has a great influence during the teaching and learning process. Teachers play an important role in implementing these strategies so that young learners can get most of the benefits as explained by experts

B. Teaching Strategies in Brief

1. Definition of Teaching Strategies

Generally, strategy is a plan of actions that used to formulate goals and the means of achieving these goals (Athapaththu, 2016). In teaching and learning context, Asrori (2013) states that strategy is a general pattern of activities carried out by teachers and students in a teaching and learning activity to achieve the goals that have been set. The strategy is one of the ways that teacher use in teaching the material. Commonly, the teacher uses a strategy to help the student understand the material. According to

Hamruni (2009), strategy is a plan, method, or series of activities design to achieve a particular educational goal. Meanwhile Issac (2010) clarifies that teaching strategy is a generalized plan for a lesson that includes structure, instructional objectives, and an outline of planned tactics, necessary to implement the strategies. It can be concluded that teaching strategies is a plan prepared by the teacher to achieve learning objectives.

2. Component of Teaching Strategies

There are several components found in the teaching strategy. According to Hamruni (2009), the components of teaching strategy is consisted of teacher, student, teaching purpose, teaching material, method, technique, media, evaluation, and situation or environment.

a. Teacher

Teachers play an important role in the entire language learning process because teachers are able to formulate all language learning activities that are in accordance with student needs and learning objectives (Lodhi, 2019). Teachers can manage other components of teaching strategies into more varied. This is aims to make the student environment to be the expected environment of the teaching and learning process which ultimately makes students achieved the expected standards of competence.

b. Student

According to Khan (2005), students are people who come to an institution to acquire or learn knowledge. Students are the main object in the education area because without students, the teaching and learning process will not occur. Students are one of component that determines the success of the educational process (Hasbullah, 2010).

c. Purpose

The purpose is base to determine strategy, material, media, and teaching evaluation. So, in teaching strategy, determining purpose is the first thing that must choose by the teacher.

d. Teaching Material

Material is anything that is used specifically during the learning process which aims to increase students' knowledge and skill about language (Diyanti, 2010). The teaching material is the one of main component in the teaching and learning process because it contains learning information that the teacher needs to convey to young learners.

e. Method

The method is a presentation technique that is mastered by the teacher to teach or present lesson material to students in class either individually or in groups (Ahmadi & Prasetyo, 2005). The method is a generic set of classroom specifications for achieving linguistic goals.

Methods are typically concerned with the teacher and student roles and behaviors, as well as linguistics and subject matter objectives, sequencing, and materials.

f. Technique

Techniques are paths, tools or media used by teachers to direct students' activities towards the goals to be achieved (Uno, 2009). Additionally, Slameto (1991) also states that technique is a plan on ways of utilizing and using existing potentials and facilities to increase teaching effectiveness. It can be concluded that the technique is a teaching method, skill, style that a teacher has selected to facilitate the teaching/learning process.

g. Media

In teaching and learning activities, media can be defined as something that can convey information and knowledge in the interactions that take place between educators and students (Fathurrohman & Sutikno, 2007). In other words, the media is everything that is used by the teacher to convey learning material to students. Some things included in the media are film, television, diagrams, print media, computers, etc (Indriana, 2011).

h. Evaluation

In education context, evaluation is a measuring tool or process to determine the level of success that has been achieved by students on the teaching materials that have been delivered (Idrus, 2019). Evaluation is an important component for teachers to find out the results of the teaching and learning activities that have been carried out. The results of this evaluation can be a reference for improving teaching and learning activities in the next meeting.

i. Situation or environment

Situations such as student interactions with friends, interactions with teachers, interaction with parents and the society, and class conditions during the language teaching and learning process are included in examples of learning environments (Amiruddin & Jannah, 2019). The learning environment not only affects students but also influences teachers in determining appropriate teaching strategies for students and according to their environmental conditions.

Consequently, all components in the teaching strategies are important during the language learning process. These components cannot be separated from learning activities. The teacher as the most important component in teaching must be able to manage other components to be more varied so that

these components can have a positive impact on young learners in the process of English learning.

4. Teaching strategies to young learner

Teaching English to young learner need the skills of a good teacher in order to young learner can understand the material, keep up with the task, learn the language and manage it. There are number of teaching strategies which can be used by teacher in teaching English to young learner such as demonstration, choral drill, look and say, pictorial illustration, verbal illustration, association, questioning, narration, read and say (Piller & Mary, 2005).

a. Demonstration

Demonstration is a valuable alternative to getting learners to "learn by doing" (Hartina, 2019). Demonstration includes the use of real objects, performing actions, using gestures, and facial expressions. It is used for presenting words like toy or hat. Demonstration can be used for sentence patterns that stand for concrete ideas.

b. Choral drill

In Choral drill, the children all chant together following along as the teacher leads. It is the repeating of poems, nursery rhymes, the alphabet, an alphabet song, sentence patterns, and vocabulary lists.

Children repeat the melody and rhythm. Choral Drill presented speaking aloud and verbatim memorization (Piller & Mary, 2005).

c. Look and say

Look and say is a technique that learns words and phrases using flashcards as a medium that is widely used (Scott & Ytreberg, 1990). This technique is done by students listening to the teacher and then repeating a word or sentence after the teacher. This technique can help young learners learn to recognize whole words or sentences rather than individual sounds (Scott & Ytreberg, 1990).

d. Pictorial illustration

Pictorial illustration is the use of blackboard drawings, diagrams, sketches, match-stick figures, photographs, maps, and textbook illustrations. These are used for presenting words and structures that stand for concrete ideas (Piller & Mary, 2005).

e. Verbal illustration

Teachers at each level used Verbal Illustration. Sometimes this was simply giving a phrase or sentence that showed the typical use of the word in context, as in the sky is blue. (Piller & Mary, 2005)

f. Association

The use of Association is to presenting vocabulary items. Teachers use Association for synonyms, antonyms, and simple definitions. For example, blossom - flower (synonym) diligent -

hardworking (synonym) fresh - stale (antonym) lad-means a boy (definition) (Piller & Mary, 2005).

g. Questioning

Questioning is another strategy that is used in lessons at all levels. It is used in the introduction. The questioning section of the lessons appear to the purpose of developing thinking processes for concept formation (Piller & Mary, 2005).

h. Narration

Narration or storytelling is an effective technique used to teach English in foreign language classes (Mutiarani & Izzah, 2015). The use of storytelling is also one of the interesting techniques for young learners. Children can learn vocabulary by understanding the contents of the story. The context of storytelling helps develop vocabulary.

i. Read and say

In general, children learn better when they are actively involved in learning. However, in view of their diverse learning styles and preferences, children show different results. For this reason well-designed lessons can be effective in solving problems related to the teaching process (Piller & Mary, 2005).

As a result, using of strategies in teaching English in young learners are very important. Not only the strategies above, there are many other

strategies that can be used by teachers. Strategies that are appropriate and interesting for young learner are believed to be able to make them enjoy in learning foreign languages, especially English.



CHAPTER III

RESEARCH METHOD

A. Research Design

This study used a qualitative research design with an interview as a data collection method. According to Creswell (2009) qualitative method is a research method used to explore and understand the meaning ascribed to social or humanitarian problems. Qualitative research is research that aims to find out and understand the phenomena experienced by research subjects such as behavior, point of view, motivations, actions, and others, holistically and by way of description in the form of words and language (Moleong, 2012). It can be concluded that qualitative method is method used in research to explore and understand social and humanities problems such as behavior, perception, motivation, actions and etc.

This research is descriptive which aimed to describe a phenomenon and its characteristics as mentioned by Nassaji (2015). This type of research focuses more on "what" of the research subject rather than "why" of the research subject (Manjunatha, 2019). In this case, the researcher wanted to describe what was the teacher's strategies in teaching English to young children. Besides that, the researcher also wanted to investigate what difficulties the teacher faced in applying the strategy and how the solutions were provided to solve these difficulties.

B. Participants

This research has conducted in three primary schools in Banda Aceh, and Aceh Besar, Aceh Province, Indonesia. The choice of location was because there provided English language learning to young learners.

In determining the number of participants, this study used purposive sampling which was defined as a sampling technique for data sources with certain considerations (Sugiyono, 2014). The teachers in three primary schools were the object of research and at the same time become as respondents. The sample selected as participants were five teachers who had at least one year of experience in teaching English to young learner and also a graduated of English language education. This criterion was determined in this research because the teachers can understand the characteristics of young learner and what strategies were appropriate to applied in the teaching and learning process of English.

C. Data Collection Method

This research used interviews as a method of data collection. According to Easwaramoorthy and Zarinpoush (2006), the interview is an activity that involves meeting two people to discuss a certain topic. The interview also can defined as a face-to-face conversation between the interviewer and the respondent that tries to learn more about the things that will be discuss and explore the desired information (Singh, 2004). In other

word, the interview is a two-or more-person activity which aims to learn more about an issue through question and answer sessions.

Interviews can be conducted in three ways, namely face-to-face interviews, telephone interviews, and focus group interviews consisting of six to eight participants per group (Creswell, 2009). A face-to-face interview used in this research. Each participant was provided with some similar questions in short interviews which take about 20-30 minutes.

The type of interview used in this study was a semi-structured interview. According to Sugiyono (2014), this type of interview is more free than structured interviews. The purpose of this interview was to dig deeper the teachers' strategies used in developing or encouraging the learning process which is appropriate to young learners and also to find out the teachers' difficulties in applying the strategies and how to overcome it.

Before the interview was conducted, the researcher had prepared several questions that would be asked of the respondents related to the topic, and the respondents were free to answer these questions but should not be far from the theme of this research.

Additionally, researchers used a digital voice recorder during the interview session. This is intended to make it easier for researchers to analyze the data obtained from interview sessions.

D. Data Analysis Method

Data analysis was an activity carried out after collecting data from respondents obtained through interviews, field notes and other materials. In this study, the technique in analyzing the data that used was the method introduced by Miles and Huberman (1994), which begins with data reduction, data display and the last steps is drawing conclusions.

1. Data Reduction

According to Sugiyono (2014), reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns and discarding unnecessary ones. In other words, data reduction is a simplification carried out through selection, focusing and the validity of raw data into meaningful information, making it easier to draw conclusions. At this stage, data that has been obtained from respondents through interviews will be transcribed. Transcribing is converting speech to text word of word. The purpose of transcribing is to make it easier for researchers during the coding process. After the transcribing process, the data will be coded (coding). The coding is a way to organize data so that the underlying message described by the data can become clear to the researcher (Saldana, 2013). Moreover, the coding is not only labels the data, but also connects the data with an idea (Mezmir, 2020). The coding of the data aims to simplify the answers so that the data is easy to analyze. It can be concluded that in the coding process, the data

will be selected which are related to the research objectives and can be used as answers to research questions.

2. Data Display

Data display was the next step taken by researchers after the data goes through the process of transcribing and coding. In qualitative research, data presentation can be conducted in the form of brief descriptions, charts, relationships between categories, flowcharts, etc (Sugiyono, 2014).

3. Drawing Conclusion and Verification

The last step in analyzing the data was drawing conclusions and verification. Verification was carried out by the researchers briefly and reopens the results of notes in the field which are carried out continuously. In drawing conclusions, researchers exchange ideas or opinions with people who were considered able to carry out discussions in accordance with the problems that the researcher was doing. In this third stage, the researcher looked for the relationship between the categories that have been made by previous researchers in conducting the research (Miles & Huberman, 1994).

CHAPTER IV

FINDING AND DISCUSSION

This chapter focused on elaborating findings and discussions on data that has been collected through interviews to answer research questions in the first chapter.

A. Research Finding

Based on the results of the interviews, there were several findings in this study. The findings displayed based on the research question.

1. Appropriate teaching strategies for young learners

One of the most important aspects of teaching English is strategy. Based on data obtained from interviews, teachers employ a variety of strategies when teaching English.

a. Using various media

The media used was flashcard, word card and textbook illustration. Using flashcard and word card is one of the look and say strategies. Flashcard is a card that contains words and pictures that are used to assist young learner in learning a language. Meanwhile, word card is a card that only contains vocabulary in writing form in English and Indonesia and the young learners are asked to match the words they receive with their meanings.

There were 4 participants who used this strategy. The participant RS stated:

If in teaching vocabulary I just write it down, for example is a book, the young learners sometimes feel bored, but if i use the flashcard, i show a picture of book, they remember it more easily than just write it down.

Another participant also conveyed the same thing as RS. N said that:
... Besides being easy to use, young learner also memorize vocabulary faster because there have picture.

AF argued that:

Usually I use a kind of card which I divide into two. The first card contains English vocabulary and the second card contains Indonesian vocabulary. Then I divided the young learners into two groups. The first group, they hold cards that contain vocabulary in English. The second group, they hold cards containing English vocabulary. Then, the young learners who hold English cards will find friends who have meaning in Indonesian.

S stated:

I use pictures in books for vocabulary learning. Because every young learner has a book, it is easy for them to see and understand the vocabulary through the pictures in the book.

According to the participant, the implementation of flashcard and word card as a media in look and say strategy was considered to help students more easily in remembering the new vocabulary and more interest than just read, write and memorize the vocabulary. Textbook illustration also gave the same impact as flashcard and word card.

b. Singing a song

The next strategy is singing a song. Singing a song is included in the choral drill strategy. Two of English teachers who participated in this research mentioned that singing a song as one of the strategies they also used in teaching English. RS stated: ... The third, sometimes i also use the Sing a Song strategy... Also, M gave his statement:

Especially if we bring the vocabulary into the form of cheerful children's songs. For example, yesterday I used the rhythm of the song Naik Haji, Sunday, Monday, Tuesday, etc. I think they can understand the meaning more quickly

The statements above show that singing a song can be as a one of strategy to help the young learners to understand the meaning of vocabulary more quickly.

c. Playing a game

Playing a game was the next strategy that was often used in teaching English. Most of participant in this research also used this strategy to help them in order to young learner are more interested and understand the learning given by the teacher. Participant M stated: ...For grades 1 to 4, i use Sing a Song or a game that makes them happy and also more enthusiastic to learning English... Another statement also comes from a participant. N argues that:

... Moreover, in large classes (class 4 until 6), they are really like it when learning English uses games, but sometimes we also have to be serious with them, not always having to use games.

RS also give her statement about using game as one of her strategy in teaching English to young learner. She stated:

If the children are bored with flashcards, I also use a game called fireball. I made a ball out of paper. Then, I throw the ball to the young learner. I ask questions for the young learner who got the ball. After being answered, the ball will be thrown to his friend.

From the statements presented by the participants above, playing a game is able to have an impact on the attractiveness of young learner in learning English. Playing a game help young learners regain excitement after becoming bored with previous strategies used by the

teachers. When the teacher used games as one of their teaching strategies, the young learners preferred to learn English.

d. Learning by doing

Learning by doing is a demonstration strategy. It includes the use of real objects, performing actions, using gestures, and facial expressions. From the interview, there were two of participants who used this strategy in their teaching English.

RS said that:

The strategy I use most often is learning by doing. Learning by doing is a strategy like I explained the material first and then I practiced it.

AF added:

... Besides that, there are also games that I use to help children remember vocabulary. The game is in form of the written vocabulary. For example, I write 'snake' on a paper hat that I made, person A will wear the hat. Person B practices the vocabulary with his body movements, then person A has to guess what vocabulary words are written on the paper hat through body movements of person B. If they have learned in this way, the young learner will be happy.

From the answer above, we consider that these strategies can be used in learning English and are able to make the young learners enjoy learning English through these activities.

e. Using real object

The participant used the real object as one of the strategy in teaching English to young learners. This strategy used objects or everything that was around young learners, both inside and outside the classroom. S argued that:

Apart from using textbooks, the strategy that I apply is to use whatever is around the children both inside and outside the classroom. For example, at that time the material is about the buildings in the school. I ask the children to visit these places such as the library. Then I explain it in simple sentences. For example, this is a library, a place for us to read a book. In addition, I also explain what is in the library and so on.

This strategy was also believed by S to make the young learners enjoy and learning-teaching process being not bored because they were exposed to a new learning environment so that it had a positive impact on young learners' views of English.

2. The difficulties in implementing the strategies in teaching young learners

Based on data interview, the teacher found some difficulties in implementing the strategies, as follow:

a. Lack of availability of media needed by teachers

The lack of availability of the required media was the first difficulty faced by teachers when implementing teaching strategies.

From the interview results, three participants conveyed these difficulties.

RS stated:

Flashcard media is not widely provided in schools. Only one or two vocabulary categories are provided. If I want to teach another vocabulary, there are no flashcards available with the material that I want to teach.

Another participant also conveyed the same thing as RS. AF argued:

Schools do not provide learning media that use word cards so I cannot always use this media in learning.

M also gave his statement:

The school does not provide speakers, even if I sing, my voice is not as big as the speakers, so it is not optimal to be heard because the class size is quite large and also the children are less enthusiastic because they cannot hear the rhythm directly.

b. Managing the young learners

This difficulty is encountered by teachers when they invite young learners to play games or used learning by doing strategies.

This is caused by the large number of young learners in one class and

they are more excited about this strategy so that the teacher difficult to manage them.

N stated:

Whenever I use strategy to playing a game, I have difficulty managing children because there are quite a lot of them in the class.

AF also said that the difficulty when using the learning by doing strategy is controlling the children so that they remain orderly during the learning process using this strategy. AF stated:

With the learning by doing strategy, the difficulty is controlling the children. Many of them were too excited, so they were scrambling to come forward or answer the vocabulary.

Beside N and AF, S also mentioned the same difficulties encountered when using the real object strategy. S assumed that:

I think the difficulty I face is that it is difficult to control quite a large number of children alone when we are outside the classroom, because for their age, children are still very distracted by the things around them. For example, they see children from other classes exercising or they see the food in the canteen. So things like this make it a little difficult for me to keep them focused on studying

c. Limited time

The next difficulty faced by teachers is limited time. The teacher faced this difficulty when implementing learning strategies through playing a game. Two participants said that a lot of time was wasted because they were used to explain the way or rules of the game.

N argued:

... Especially for children in grades 2 to 4 sometimes there is not enough time because a lot of time is spent explaining games and managing them.

RS stated:

Games sometimes spend a lot of time because I have to teach and explain the game tutorial first. Moreover, sometimes I have to repeat the rules several times because there are children who still do not understand how to play it.

3. The solution to dealing with the difficulties

This section contains any solution provided by teacher in overcoming some of the difficulties described above. Based on data from interview, the researcher found that there were several solution to offered by teachers to overcome these difficulties.

a. Making small groups work

This solution is provided by teachers to assist teachers in managing young learners and reduce wasted time in the strategies used. This solution was presented by two participants.

N said that:

I divide them into several groups, then each group I chose a group leader. I explained the rules of the game step by step to the leader and then the leader would convey it to his friends.

The same thing was also done by AF in managing young learners so that they were more orderly when the teaching and learning process takes place using the chosen strategy. AF argued:

Because the children are scrambling to come forward, so to overcome this I divided the children into groups to ensure that each child had their own turn.

b. Making the conducive situation

The next solution was making the situation to be conducive. This solution was applied by RS to reduce wasted time and avoid repetition when explaining the rules of a game.

RS assumed that:

In games like what I said before, a lot of time is spent explaining the rules of the game and there are repetitions because there are children who do not understand. Maybe they do not understand

because the situation is not conducive. So the solution is for me to make sure the classroom situation is conducive or not. When it is conducive, I explain to them the rules of the game coherently and clearly as possible. So the children do not get confused during the game

The same solution was also used by S when experiencing difficulties in using the real object strategies during learning outside of class. S argued:

For the solution that I apply when I difficult to control the children during learning outside the classroom, I usually make them more orderly by telling them to line up so that the lines remain orderly. Then obey the signs that I give, for example I ask them to stop, everything must stop. I told them to walk again, they had to walk again. When I explained the material about the buildings, I told them to sit down first, so they would not stand up and walk around for quite a long time, so that when they were in a sitting position I could still control them.

c. Bringing and making the media

This solution is used by teachers to overcome the lack of availability of media needed by teachers in schools.

AF said that: R - R A N I R Y

Due to the unavailability of word card media at school, I need to make the media with makeshift materials and fill in the word cards with the vocabulary that I will teach the children.

The same thing was done by RS. RS also created the necessary media because there were not many at school.

RS stated:

As I said before, there are not many flashcard media available, only one or two flashcards. So if I want to teach other vocabulary using flashcards, I first make the flashcards at home, for example I print pictures of the vocabulary that I will teach. I print with the size same like flashcard. Then I bring it into class when I want to teach vocabulary using flashcards that I have made.

Different from RS and AF, M who conveyed that there was no media speaker available at school, chose to bring his own small speakers into the classroom.

M assumed:

Because there are no speakers that are easy to carry into the classroom, so whenever I use the singing strategy, I always bring my small speakers. So that children can hear the song directly and more optimally for children to hear.

d. Using familiar rhythm in the song

This solution was provided by M in overcoming difficulties in the singing a song strategy. This solution is used because of the unavailability of small speakers in schools

M stated:

... Due to the unavailability of small speakers in schools, I use songs with rhythms that are familiar to children, at least they don't need to memorize the rhythm anymore and only need to memorize the lyrics. Besides that, I also added light movements

according to the lyrics of the song so that the children would move and increase their enthusiasm for learning.

B. Discussion

This study focuses on the strategies used by teachers in teaching English to young learners. In addition, researcher investigated the difficulties faced by teachers and also the solutions given to reduce these difficulties. The participants in this study were five teachers who taught English in three schools. Based on the interview, there are various strategies used to teach English for young learners; in this light, some of the difficulties are encountered and also some of the solutions are offered by the teacher.

After interviewing and obtaining accurate data from the participants, the researcher found that there were four strategies used by the teacher in teaching English, namely using various media, playing a game, singing a song, and learning by doing. These five strategies have a positive impact on young learners in learning English. Using various media such as flashcard, word card and textbook illustration are used by teachers in learning vocabulary. Flashcard is picture cards equipped with words (Susanto, 2011). Meanwhile a word card is a card that only contains vocabulary in written form without pictures. The participant claimed that after employing this strategy, young learners who previously were unaware of the meaning of the vocabulary became knows of it. It showed that the use of this strategy has a

good impact on improving and understanding young learners' vocabulary. The same results were also obtained from Wati, Oka and Patmadewi's research (2020) which showed that there was an increase in students' English vocabulary mastery after using flashcards.

In addition to the positive impact of using various media, the strategies such as playing games and learning by doing also has the same impact on young learners' English skills. These strategies are also in accordance with one of the characteristics of young learners who learn through activities and experiences (Moon, 2005). In addition to increasing the ability to master the vocabulary of young learners, this strategy also helps increase enthusiasm for learning in young learners. This finding is in line with previous study by Ratminingsih (2018) who stated that games can help students enthusiastically participate actively in learning. Research from Ebrahimi and Zamani (2014) also showed that the use of games can increase students' attention and participation in learning.

Singing a song is the next strategy that has a positive impact on young learners in learning English. The teachers claim that using this strategy aids young learners in memorizing vocabulary. Furthermore, it has the ability to influence young learners' enthusiasm and make them feel happy while learning English. In addition, a research from Manurung and Dewi (2018) show that the use of songs related to learning topics can make it easier for students to remember lessons, increase students' vocabulary and their interest

in learning English. Research from Melisa, Silviyanti, and Syamaun (2022) also stated that song can increase students' motivation and helped the learning process become more fun and make the students happy.

The last strategy is using the real object. This strategy used objects or everything that was around young learners, both inside and outside the classroom. According to Astuti (2017), learning using the real object can help students' memory last longer, because they are exposed with real objects that are concrete.

Additionally to the strategies mentioned above, the language day program set up by school also assists teachers in teaching English to young learners. This program was implemented three days a week. The teacher believes that this program can influence young learners' interest and feel happy when learning English because it requires the young learners to use the sentences provided and requires the teacher to greet young learners according to the day of the language.

Furthermore, this study also found some difficulties faced by teachers while teaching English to young learners. Based on research finding, there are four difficulties faced by teachers. The first is lack of availability of the media needed by teachers. The media plays an important role in the learning process by helping to clarify material that students still do not understand and also can generating desire, interest, motivation, and stimulation in teaching and learning activities (Abdullah, 2016). The lack of availability of the required

media at the school is considered to be one of the difficulties faced by teachers when implementing teaching strategies during English learning.

The next difficulty is managing the young learners. This difficulty is encountered by teachers when they invite young learners to play games or used learning by doing strategies. The teachers claim that the large number of young learners in one class and they are more excited about this strategy to cause the teacher difficult to manage them. This factor is also related to one of the young learners' characters, namely the young learners have curiosity and great enthusiasm for something new (Harmer, 2008).

Limited time is the next difficulty faced by teachers when applying strategies in teaching English. The teacher faced this difficulty when implementing learning strategy through playing a game. According to the teacher, a lot of time is wasted in this strategy because the teacher has to explain the ways or rules of a game to the young learners. In addition, repeating explanations many times for them also causes a lot of time wasted when implementing this strategy.

Based on these difficulties, there are several solution offered by teachers in dealing with the difficulties, namely making small groups, making the conducive situation, bringing and making the media, and using the familiar rhythm in the song. Divide the young learners into some group is a solution implemented by teachers to help them to manage the young learners and reduce waste time while using the strategies in teaching and learning

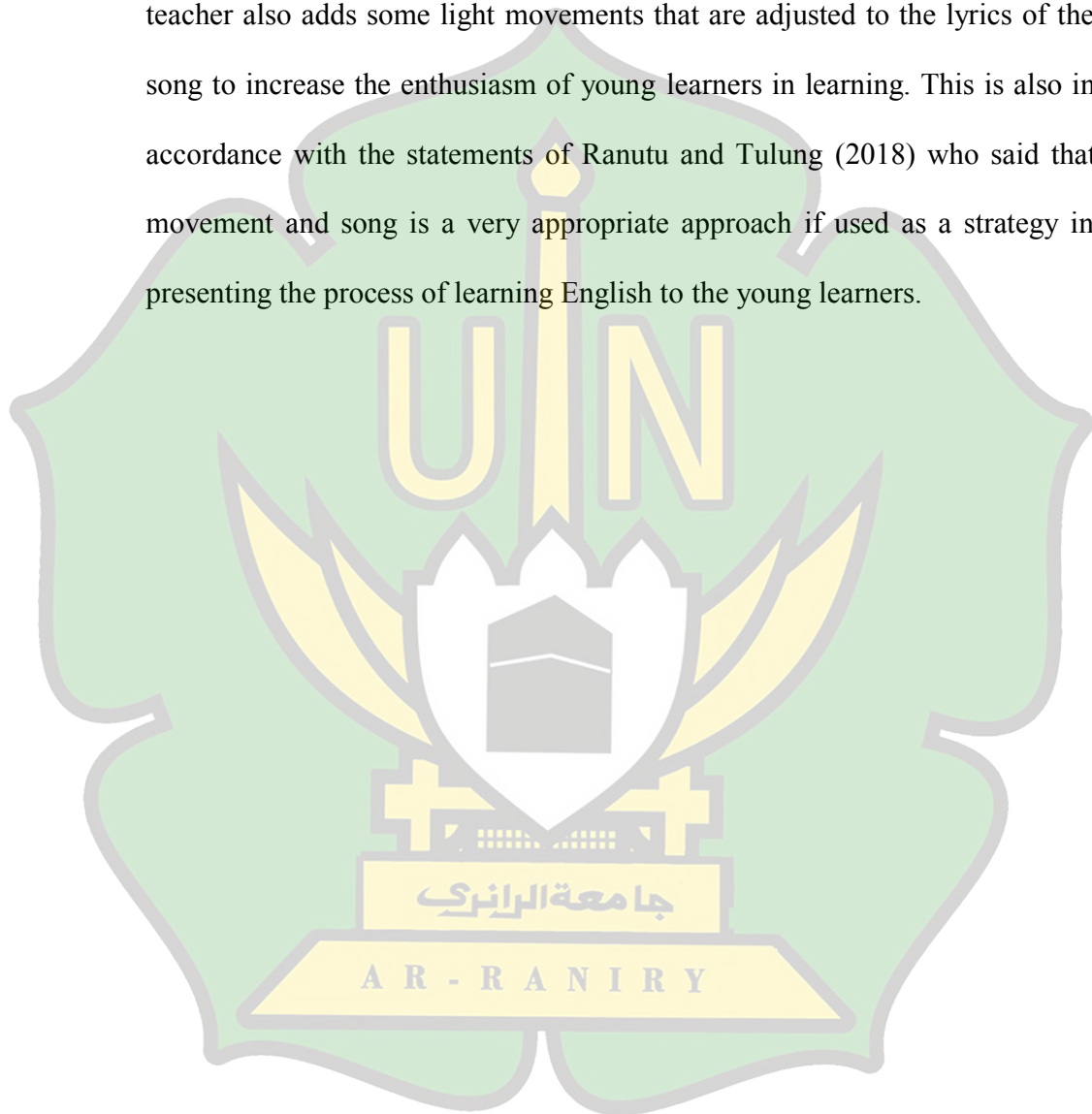
process. In addition, the formation of groups can provide opportunities for all young learners to conduct learning in a safe and comfortable atmosphere (Martinis, 2019).

The next solution is making conducive situation. A conducive situation is intended so that the learning process can run smoothly (Wahid, Muali & Mutmainnah). Therefore, creating the conducive atmosphere is needed to prevent misunderstandings in the delivery of instructions. In addition, Arikunto (2005) stated that a conducive classroom atmosphere can increase concentration in the student learning process. If the classroom atmosphere becomes conducive and the young learner's concentration increases, the teacher does not need to repeat much of the explanation regarding the rules or instructions given to them.

The next solution is bringing and making media. This solution is implemented by the teacher to reduce the lack of learning media needed to convey the material to be taught. According to teachers, the limited media available at school causes them to make instructional media that are in accordance with the material they will teach.

Using the familiar rhythm in the song becomes the last solution was offered by teach when there is no small speaker available to use in the singing a song strategy. Therefore, the teacher uses rhythms that are familiar to the children in his class and adapts them to the song lyrics in the textbook. The

use of familiar song rhythms is intended so that young learners do not need to memorize the rhythm and only need to memorize the lyrics. In addition, the teacher also adds some light movements that are adjusted to the lyrics of the song to increase the enthusiasm of young learners in learning. This is also in accordance with the statements of Ranutu and Tulung (2018) who said that movement and song is a very appropriate approach if used as a strategy in presenting the process of learning English to the young learners.



BAB V

CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the conclusions and recommendations from the research findings and discussions in the previous chapter. Conclusions are developed based on the research findings in order to address the research questions on the first chapter. Meanwhile the recommendations are provided as an insight for teachers, lecturers, young learners' parents and future researchers.

A. Conclusions

Based on themes in the qualitative data obtained from individual interview, an analysis of the teacher's strategy in teaching English to young learners is answered. The use of strategies is considered important by teachers in learning English and become one of the factors that results in learning to be more optimal. There are five strategies commonly used by teachers during the teaching and learning process with young learners. The strategies are using flashcards, playing a game, using word cards, learning by doing, and singing a song. The establishment of a Bahasa day program by the school which is conducted three days a week also help teacher in teaching English to young learner. This strategy, according to the teachers, can have a positive impact on young learners, including increasing the ability to remember and understand

the vocabulary or lessons conveyed by the teacher and increasing their enthusiasm for learning. Moreover, the use of strategies also helps teachers to create a comfortable and enjoyable teaching and learning atmosphere for young learners so that they are more interested in learning English.

Lack of availability of media needed by teachers becomes a difficulty faced by teachers during the teaching and learning process. Additionally, there are several other difficulties mentioned by the teacher, namely managing the young learners, limited time and not familiar rhythm in a song. As the results, the teacher tries to help to reduce the difficulties that experienced by providing several solutions that teacher feel are appropriate to overcome the difficulties. The solutions offered are divide young learners in some of group, making the conducive situation before explaining the material or the rules, bringing and making the media to help the teacher in conveying the learning material, and using familiar rhythm in the song to make the young learners memorize the lyrics of the song easily.

B. Recommendation

The researcher would like to suggest some recommendations for the school, the young learners' parents, the teacher and also the next researcher.

1. For school, support from the school is an important thing in implementing teaching strategies in order to lead the teaching and learning process

becomes optimal. Facilitating teachers and young learners such as providing the media needed by teachers in accordance with the lessons that will be taught to young learners is a one of language learning support. Moreover, organizing language activities such as language days is also one form of support from school to young learners in learning English.

2. Parents should be involved in the development of young learner by working together with the teacher to find solutions for their children's problem in learning process.
3. For teacher, patience is needed when teaching English to young learners because the character and learning abilities of each young learner are different. Teachers must also be aware of each young learners' situations and conditions to make it easier for teachers to provide solutions when they face the same difficulties as in this study or other difficulties. In addition, the use of various teaching strategies is needed during the teaching and learning process in order to prevent a boring atmosphere for young learners.
4. Due to the limitations and imperfections of this study, the researcher hopes that there will be other researchers who investigate about teaching strategies to young learner and show better results.

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Appendix A

Appointment Letter of Supervisor



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B - 4625/Un.08/FTK/KP.07.6/03/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-6427/Un.08/FTK/KP.07.6/6/2022 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;

2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;

3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;

4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;

5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;

6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;

7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI;

8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;

9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;

11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **21 Oktober 2022**

MEMUTUSKAN

Menetapkan : **PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-6427/Un.08/FTK/KP.07.6/6/2022** tanggal **3 Juni 2022**

KEDUA : Menunjuk Saudara:

1. Habiburrahman, S.Ag., M.Com; M.S; Ph.D. Sebagai Pembimbing Pertama

2. Syarifah Dahlia, Ph.D. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : **Dara Maulidia**

NIM : **180203006**

Program Studi : **Pendidikan Bahasa Inggris**


Judul Skripsi : **An Analysis of Teachers' Strategies in Teaching English to Young Learner**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sejak akhir semester Genap Tahun Akademik 2022/2023

KELIMA : Surat Keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023 akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 10 Maret 2023

Dekan,

 Sahar Muluk

Tembusan

1. *Bukur UIN Ar-Raniry (sebagai laporan);*

2. *Ketua Prodi PBT Fak. Tarbiyah dan Keguruan;*

3. *Bendahara Umum UIN Ar-Raniry (untuk keperluan administrasi);*

Appendix B Recommendation Letter from The *Fakultas Tarbiyah dan Keguruan* to Conduct Field Research

2/1/23, 5:54 PM

Document



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-2800/Un.08/FTK.1/TL.00/02/2023
 Lamp : -
 Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala SDIT Nurul Ishlah
2. Kepala SDIT Cendekia Darussalam
3. Kepala MIS Lamgugob

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **DARA MAULIDIA / 180203006**
 Semester/Jurusan : / Pendidikan Bahasa Inggris
 Alamat sekarang : Gampong Peurada Kec. Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***An Analysis of Teachers' Strategies in Teaching English to Young Learner***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 01 Februari 2023

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,




Berlaku sampai : 01 Maret 2023

Habiburrahim, M.Com., M.S., Ph.D.

AR - RANIRY

Appendix C Recommendation Letter from Education Office to Conduct Field Research



PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
JALAN. P. NYAK MAKAM NO. 23 GP. KOTA BARU TELP/FAX. (0651) 7555136, 7555137
 E-mail: dikbud@bandaceh.go.id Website: dikbud.bandaceh.go.id

Kode Pos: 23125

IZIN PENELITIAN
NOMOR : 074/A3/0600

TENTANG
PENGUMPULAN DATA PADA SDIT NURUL ISHLAH KOTA BANDA ACEH

Dasar : Surat Wakil Dekan, Fakultas Tarbiyah Keguruan, Universitas Islam Negeri Ar-Raniry Banda Aceh nomor : B-2800/Un.08/FTK.1/TL.00/02/2023 tanggal 01 Februari 2023, Perihal Izin Pengumpulan Data Penyusunan Skripsi.

MEMBERI IZIN

Kepada :
 Nama : Dara Maulidia
 NIM : 180203006
 Prodi : Pendidikan Bahasa Inggris
 Jenjang : S-1
 Untuk : Mengumpulkan data dalam rangka penyusunan skripsi, dengan judul :
"An Analysis of Teachers' Strategies in Teaching English to Young Learner."


Dengan Ketentuan Sebagai Berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi mahasiswa yang bersangkutan supaya menyampaikan foto copy hasil Penelitian sebanyak 1 (satu) eksemplar ke Dinas Pendidikan Dan Kebudayaan Kota Banda Aceh.
3. Surat ini berlaku sejak tanggal 06 Januari 2023 s.d 06 Februari 2023.
4. Kepala sekolah dibenarkan mengeluarkan surat keterangan hanya untuk yang benar - benar telah melakukan pengumpulan data.
5. Memperhatikan Protokol Kesehatan New Normal Covid-19

Demikianlah surat ini disampaikan untuk dapat dipergunakan semestinya.

Banda Aceh, 07 Februari 2023 M
 16 Rajab 1444 H

An. KEPALA DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA BANDA ACEH
 KEPALA BIDANG PEMBINAAN SD


JAILANI YUSTI, S.Ag, M.Pd
 Pembina TK I
 NIP. 19720401 199801 1 001

Tembusan :
 1. Dekan FKIP UIN Ar-Raniry Banda Aceh
 2. Mahasiswa/i yang bersangkutan
 3. Arsip

Appendix D Interview Guidelines

INTERVIEW GUIDELINES

Project : An Analysis of Teachers' Strategies in Teaching English to Young

Learner

Time of Interview :

Date :

Place :

Interviewer : Dara Maulidia

This research is about the ways used by teachers in teaching English to the young learners. The purpose of this study was to see the teaching strategies used by teachers in teaching English to young learners. The data taken in this study were obtained from the interview process which is semi-structured. The researcher will ask questions that have been prepared previously as well as additional questions that arise during the interview process.

I. Introduction

1. How long have you been teaching English to young learners here?
2. What do you think about teaching English to young learners?
3. In your opinion, is strategy important in teaching English?

II. What are the teachers' strategies in teaching English to young learner?

(RQ 1)

1. What are the strategies that commonly use to teach English?
2. Why did you choose this strategy?
3. Is there a particular strategy that you use in teaching English to young learners?

4. What are your reasons for using this particular strategy in teaching English to young learners?
5. Has the young learner's English ability increased after the strategy was implemented?

III. What are the teachers' difficulties in implementing teaching strategies for young learner? (RQ 2)

1. While using this strategy, do you find the difficulty in teaching English to young learners?
2. What difficulties did you encounter while using this strategy?
3. In your opinion, what are the factors that cause these difficulties?
4. Are these difficulties same in every child?
5. Do these difficulties occur every day? or occurs at a certain time for example at the beginning of the semester?

IV. What are the teachers' solutions in dealing with the difficulties? (RQ 3)

1. Is there a solution that you provide to these difficulties?
2. How do you apply this solution?
3. Why are you using this solution?
4. Can the solution that you use overcome these difficulties?
5. Are there other solutions that you haven't used, but you think these solutions can overcome these difficulties and you will use them in the next meeting?