# IDENTIFYING TEACHER'S STRATEGIES IN DEVELOPING

# YOUNG LEANERS COMMUNICATIVE COMPETENCE

## THESIS

*Submitted by :*

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# THESIS

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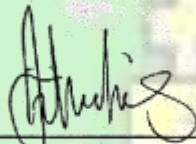Bachelor of Education in English Language Teaching

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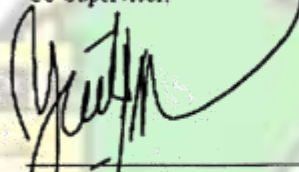Department of English Language Education

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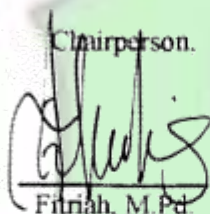for Bachelor Degree of Education in English Language Teaching

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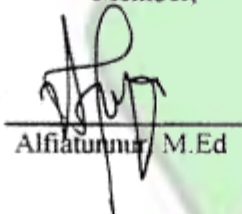
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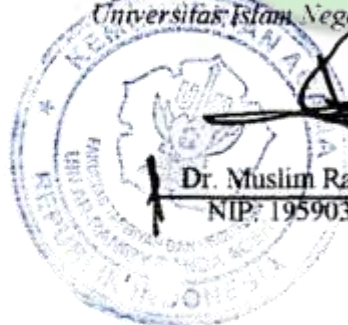
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## SURAT PERNYATAAN KEASLIAN
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**Identifying Teacher's Strategies in Developing Young Leaners Communicative Competence**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 30 Juni 2020
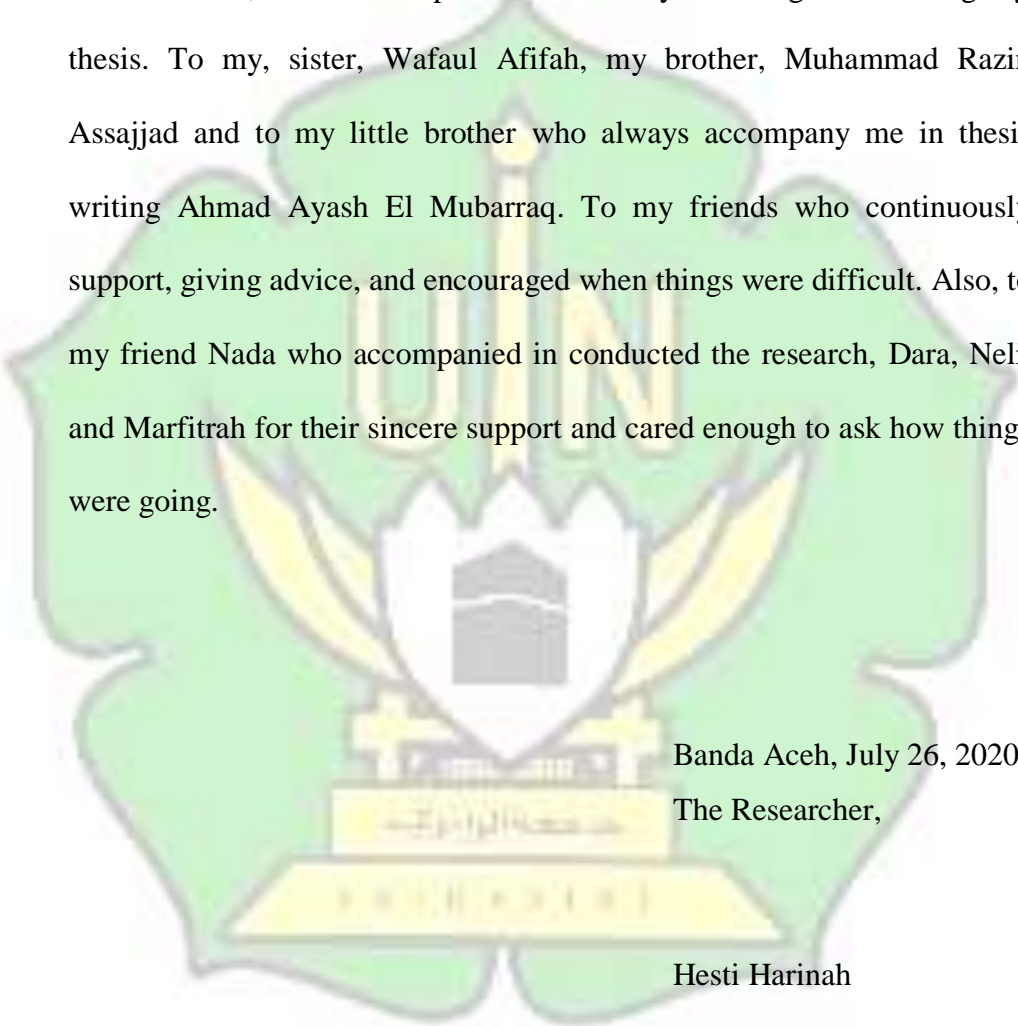Saya yang membuat surat pernyataan,

Hesti Hartinah

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيم

First of all, I would like to thanks Allah the Almighty for giving me strength, health, and capability to complete this thesis entitled **"Identifying Teacher's Strategies in Developing Young Learner's Communicative Competence".** Greeting and praying are also presented to Prophet Muhammad sallallahu 'Alaihi wasallam who was struggled wholeheartedly to deliver the truth of human being and guide his ummah to the straight path.

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Banda Aceh, July 26, 2020
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# ABSTRACT

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Teaching English to young students has developed rapidly. Therefore, this qualitative study aims to determine teacher's strategies in developing young learners' communicative competence. This research was conducted at Bunga Matahari International Elementary School, an elementary school located in Banda Aceh, Indonesia. Study participants were selected by using a non-probability sampling method. In addition, semi-structured interviews with open ended questions led to three English teachers and nine students to obtain information. The results of this study indicate that Bunga Matahari International Elementary School teachers use at least three strategies to develop communicative competence for their students, namely: accustoming students to speak English, applying student centered learning, and giving rewards.

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# CHAPTER 1
## INTRODUCTION

This chapter presents the background of the study, the research questions, the research aims, the significance of the study, and the terminologies to provide a better understanding of the study.

## A. Background

For many years, English has become the common language globally understood appreciate by nearly everyone. In other words, English becomes an effective instrument to communicate with everyone around the world. The most important function of a language is to communicate properly. Speaking is known as the first tool in communication through the oral form. Therefore, speaking places the first rank in learning the language rather than other skills. Al-roud (2016, p. 2) argues that "one of the most important skills of this language that leads to effective communication between people is speaking skill". The process of interactive communication that connects the ideas of the speaker and the interlocutor with a specific purpose, this is referred to as speaking (Samad, Bustari & Ahmad, 2017). Richard (2006, p. 1) believe that "the ever-growing need for good communication skill in English has created a huge demand for English teaching around the world".

English is a foreign language in Indonesia. So, being an English teacher might be an extraordinary job, especially, when teachers transform their knowledge to students whose English as a foreign language. Transferring knowledge is not easy, particularly young learners. It is very important to teach English to elementary

schools to prepare students for preparation to meet future needs such as communication and technology (Rusiana & Nuraningsih 2016). It certainly requires strategies, methods, and approaches to help students developing their skills. Manulullaili (2015, p.1) climes that, "today, many English teachers emphasize communicative competence in and out the classroom".

Communication competence is the same as one's ability to communicate. Even though everyday people communicate, but rarely do people know the extent of effectiveness of our communication, both individually, socially and professionally. Hymes, (1972, as cited in Poolsawad, Kanjanawasee and Wudthayagorn, 2015) in the process of interaction with the social environment such as the use of language in the setting of appropriate social practices, communicative communication requires is the ability to use language and interpret language correctly. Pratama and Awaliyah (2016) put forward the ideas that in preparing to teach, teaching speaking is the main requirement to be taught, not only for adult students but also for young learners, because every child has good communication skills.

Piaget (1960, as cited in Lourenço, 2014) classifies children's development into 4 stages; 1) the sensori-motor stage (from birth to age 2 approximately), 2) the preoperational stage (from ages 2 to 7 roughly), 3) the concrete operational stage (from ages 7 to 12 on average), 4) the formal operational stage (from ages 12 or 13 to 16, on average).

In Indonesia, the young learners who studied are categorized the age from seven until twelve. So far, age is big a problem for teaching young learners. Because based on Piaget's explanation that very important that the teacher knows their student development to easy the teachers to find out the way to teach them to achieve their skills. Besides, children have their characteristics are different from adults. The way they think, attitude, talent and so on. To provide the best quality for children, teachers must learn and understand them. Setiyadi (2006, p. 176) adds that "undoubtedly, children (up to the age of about eleven) are popularly believed to be better at learning the second language than adult".

Today, principally in Indonesia many people are still getting nervous or another psychological problem speaking or communicating English even their mother tongue in front of the public. Ironically, for some people, when they feel nervous, automatically, they speak faster and say more and more or it can be lost what they want to say, which is just the opposite of what should do. The study has shown that speaking in public is the greatest fear for everyone not only students but also the teacher. According to Arifin (2017) nervousness, lack of confidence, general self-esteem is the subject of conversation, those problem is not only often faced by students but also experienced by teachers; this greatly affects their speaking performance in the classroom. The same thing is stated by Lucas (2004), most people will feel anxious when doing something important in public.

Based on the survey in the field researchers found problems faced by the people in communicating or speaking. Kennerley (2009, p. 9) explains "the

psychological reactions, if sustained, cause thinking to become far too focused on worrying so that a person always fears the worst, worrying that a problem is insoluble and generally thinking negatively". Taiqin (1995, as cited in Heriansyah 2012) mentions ninety-five percent of students said that they had difficulty speaking because they are afraid of making errors in class, they have no idea what want to say, they are not sure and comfortable if they make mistakes, and they are not interested in the topics that were given by the lecturers. Moreover, Arifin (2017) expresses similarly thing with Taiqin (1995), the teacher very rarely understands problems related to student speaking, especially psychological problems such as lack of self-confidence, shame, and fear that are often found in class. Thus, many students experience speaking anxiety problems like this more require the ability, willingness and motivation of students to achieve speaking competence.

However, previous studies mostly showed that the problem of speaking is a psychological problem. This paper will help the student likewise the adult to overcome the speaking problem. So, the teacher has to develop communicative competence at an early age. Therefore, this research focuses on identifying teacher's strategies in developing young learners' communicative competence in Bunga Matahari International Elementary School Kota Banda Aceh.

## B. Research Question

Based on the background described above, in this study, the following research question is: "What are teacher strategies in developing young learners' communicative competence?"

## C. The Aims of the Study

According to the research question, this research aims to find out teacher's strategies in developing young learners' communicative competence who are in the process of primary school and to consider the implication of its teach ability with observation strategies in developing communicative competence.

## D. Significance of the Study

The significance of the study can be classified into three-part, for the young learners, teachers, and School.

a. **For young learners**, they can be more confident to speak English in public, because of the strategies that have been applied by the teachers. Consequently, they will be motivated in the English class.

b. **For the teachers,** they can find ways and strategies to solve the problem in developing young learners' communicative competence.

c. **For school**, the results of this study can be applied to all teachers who teach at Bunga Matahari Elementary School Banda Aceh.

## E. Research Terminologies

## a. Strategy

Nickols (2016) confuses that strategy is "a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends".

## b. Young learner

Cameron (2001) supports the idea of Piaget where young learners are children between 7-12 years old while children under 7 years old are a very young learner. However Aditama (2014), gives the idea that the young learners are the students of the elementary school from the age 6-12 years old. They can be subdivided into two groups; they are younger group (6-8-year-old) and older group (9-12 year old), according to their level, they are called as students of lower classes (first, second, and third-year students) and upper classes (fourth, fifth, and six-year-old). The young learners in this study are the students of Bunga Matahari Elementary School Kota Banda Aceh

## a. Communicative Competence

According to Hymes (1972), the definition of communicative competence, namely the mastery instinctively possessed by a native speaker to use and understand language appropriately (appropriately) in the process of communicating/interacting with others, and with social context. Communicative competence addressed to students in Bunga Matahari Elementary School Kota Banda Aceh

# CHAPTER 2
# LITERATURE REVIEW

This chapter outlines the literature review regarding to definition of strategy young learner, and communicative competence.

A. **Strategy**

a. *Definition of Strategy*

A strategy is a term borrowed from the military which has a meaning that utilizes all the power of the nation through large-scale planning and development to ensure security or victory. As stated by Nichol (2016), the strategy concept was adopted by military and adapted for business use. Similarly, Mainardes, Ferreira, and Raposo (2014) mention in the beginning, the strategy assumed military significance and represented a military campaign by commanding or leading armies in times of war. The strategy itself has become the research of many experts, business leaders, business theorists. But until now, it has not been certain the true meaning of strategy.

This is because one reason where everyone think that strategy can be seen from various points of view. Some views say that in formulating a strategy we need to analyze the current conditions, anticipating major changes in any field, be it in school, business, government, and e.t.c. Nickols (2016, p. 1) states that strategy is "a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends". In short, the researcher

summarizes that strategy is a planning activity in achieving goals based on certain methods.

## b. *Teaching Strategy*

The progress of a nation is determined by the ability of its educators to change the character of its future generations. Teaching strategies are needed by all teachers in teaching, especially in teaching young learners, because they are beginner students can easily change the mood in learning and also supported by each child have their characteristics.

Carkhuff (1981, as cited in Shinn, 1997) claims teaching is an opportunity to help others change their lives for the better. Among others, to help them in their physical, communication, intellectual and social growth. Teachers can apply various teaching methods in the teaching-learning process. Cameron (2005) states in many cultures, teaching children is seen not as an academic endeavor but as an extension of mothering.

According to Manurung (2012) suspects that every professional teacher certainly has a dream for students to learn effectively for every level of education. Killian (2015, as cited in Widyaningsih and Robiahsih, 2018) claims teachers must not only develop their teaching strategies in terms of content but also teach them how to use techniques that directly applicable. Pratama and Awaliyah (2016) convey the teacher should be able to develop classroom exercise in which students need to negotiate context, use interaction techniques, correct misunderstandings, and work to prevent the breakdown of communication.

Saffioti (2010) gives a view if the rewards strategy is ineffective in motivating changes in student behavior, teachers must find other alternative ways to encourage attention deficit disorder students with their Teachers to respect themselves. So, they encourage themselves to say good things and think positively about themselves, (like, "You did very well in your chair today.")  In every method that the teacher wants to use, teachers have to be more creative in teaching. Manurung (2012) also argues that the teacher's efforts to facilitate learning to achieve teaching objectives can be seen from creativity in teaching and learning. Horwitz (2008, as cited in Manalullaili, 2015) gave four ideas to the teacher on how to encourage motivated students; helping students improve personal goals, discussing students' ideas related to their language and culture, helping the student to have new community and giving support. Teacher assistance was aimed mostly at sense-making and problem elaboration, whereas parental assistance tended to provide strategic control and problem definition.

According to Stones and Morris (1977, as cited in Gill and Kusum, 2016, p. 4) teaching strategy is " a generalized plan for lesson which includes structure, desired learner behavior in terms of goal of instruction and an outline of planned tactics necessary to implement the strategy". Stone and Morris (1977) also gave examples of teaching strategy,

1. Blackboard is a visual structure strategy during a lesson or discussion.

2. Free writing is a technique to allow students to study written ideas.

3. Debate is a teaching strategy for students to organize their planned present ation.various view points.

B. **Young Learner**

a. *Definition of Young Learner*

English young learner (EYL) is called for young learners who learn English. Piaget (1960, as cited in Lourenço, 2014) classifies children's development into 4 stages; 1) the sensorimotor stage (from birth to age 2 approximately) Piaget calls practical intelligence, here the group of children is related to others and the world through senses and movements and is able to do what Piaget calls practical intelligence. 2) the preoperational stage (from ages 2 to 7 roughly), Piaget calls it the operation stage, because children at this stage have not been capable, or actions that are mental, reversible, and governed by the rules of transformation. 3) the concrete operational stage (from ages 7 to 12 on average), here, the child is capable of operating or thinking logically, but always with a basis in concrete or material things that can be subject to serialization, class-inclusion, conservation, transitivity, and so forth. 4) the formal operational stage (from ages 12 or 13 to 16, on average), individuals are capable of abstract reasoning.

According to Cameron (2005), children often seem reluctant to speak in a new language than adults, and the lack of inhibition seems to help them become more native-like. Octaviana (2017) states that children are unique social creatures with their way of doing things socially. Irene (2013) concluded from the Piagetian writing which is, from a Piagetian perspective, a child's thinking develops as slow growth of knowledge and intellectual skills towards a final stage of proper, rational thinking. Though, gradual growth is punctuated with specific basic changes, which cause the child to pass through a series of stages. At each stage, the child is

competent of some types of thinking but still incapable in others. Particularly, the Piagetian end point of development – thinking that can influence formal abstract categories using rules of logic – is held to be unavailable to children before they reach 11 years of age or more.

## b. *Characteristics of Young Learner*

Harmer (2007, as cited in Pratama and Awaliyah 2016) classifies young learner's characteristics as follows:

1. They react to meaning even if individual words are not understood.

2. They often learn to treat that directly,

3. A understanding comes not only from the definition, but also from what they see and hear and, crucially, they have the opportunity to interat with,

4. They find it difficult to understand abstract concepts such as grammar rules,

5. They are usually enthusiastic about learning and curious about the world around them,

6. They need the teacher's personal attention and approval,

7. They want to talk about themselves and their own lives in the classroom as the main topics,

8. They have a small amount of attention unless they are incredibly engaging, they can easily get bored

In conclusion, student characteristics refer to features specifically owned by students, where these traits can affect the level successful achievement of learning goals. Therefore, analysis of the initial characteristics of students is one of the efforts made to gain an understanding of; demands, talents, needs and interests of students, related to a particular learning program.

## C. Comunicative Competence

### a. Definition of Communicative Competence

Communicative competence learning emerged in the 1960s in the United Kingdom. This is motivated by the thinking of linguists who assume that it is necessary to focus on *communicative competence*. Revell (1979, as cited in Ngaboyera, 2006) defines communication as an exchange, between people, of knowledge, of information, of ideas, of opinions, of feelings, the term *communicative competence* is found in linguistics, it not only studies grammar, language users but also social knowledge about how and when the words are properly placed. The communicative competence idea arose from Chomsky's different views between *competence* and *performance*. Hymes (1972) gives his ideas about communicative competence and criticizes Chomsky's opinion of competence and performance that ignores how to use language properly. Eghtesadi (2017) states, Dell H. Hymes (1927-2009), an American language sociologist and anthropologist in 1967, coined the phrase *Communicative Competence* to refute the outcome of Chomsky's idea of linguistic competence.

Altun (2015) states in his research that is the first use of the term communicative competence is Hymes (1972). Chomsky's ideas defiances by hymes about *communicative competence* because he found the term inadequate. Canale and Swain (1980) group communicative competencies into three categories: grammar competencies, sociolinguistic competencies, and strategic competencies. Canale (1983) has a new model and he groups communicative competencies into four categories: grammar competencies, sociolinguistic competencies, strategic competencies and discourse competencies. Bachman and Palmer (1996) proposed a new comprehensive model and coined the term communication language skill split two categories: language skills and strategic competence

b. *Models of Communicative Competence*

The concept of Communicative Competence has evolved over the years and various models have been provided by different scholars. Eghtesadi (2017) lists the major of communicative competence models as follows:

a) Hymes' model (1967, 1972)

b) Canale and Swain's model (1980)

c) Canale (1983)

d) Bachman's model (1990)

e) Celce-Murcia, Dornyei, and Thurrell's model (1995)

f) Littlewood's model (2011)

Based on Sun (2014) Hymes's communicative competence model can be illustrated as follows:
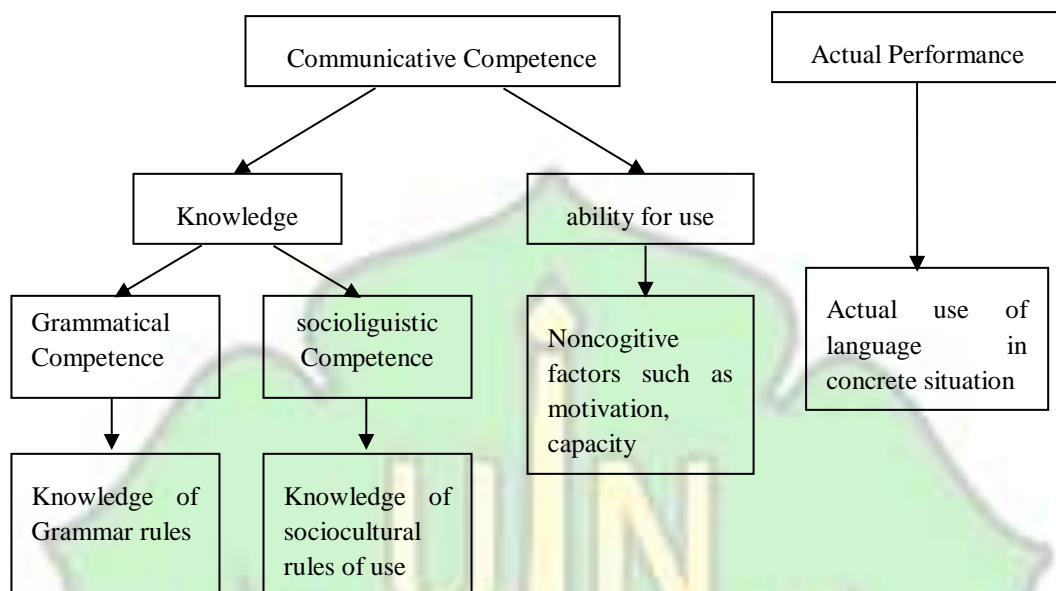


Figure 2.1 Hymes's (1967, 1972) communicative model. (Sun, 2014)

Besides knowledge of grammatical sentences, a person should acquire the knowledge of appropriate sentences that is, he or she should know when to speak, when not, and as to what to talk about with whom, when; where, in what manner. The language also has rules of use, without the rules of grammar would be useless (Eghtesadi, 2017).

Communicative competence is the implicit and explicit knowledge of the rules of grammar and knowledge of the rules of language use (Hymes 1972, as cited in Ellisafny, 2013). Skehan's (1998, as cited in Ślęzak, 2008) analyzes that different approaches to modeling performance are required. They would provide scope for such processing competence usability for use.

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                    ┌─────────────────────────────┐
                    │   Communicative Competency  │
                    └─────────────────────────────┘
              ↙          ↙              ↘            ↘
    ┌──────────────┐ ┌──────────────┐ ┌──────────┐ ┌──────────┐
    │ Grammatical  │ │Sociolinguistic│ │ Strategic │ │ Discourse │
    └──────────────┘ └──────────────┘ └──────────┘ └──────────┘
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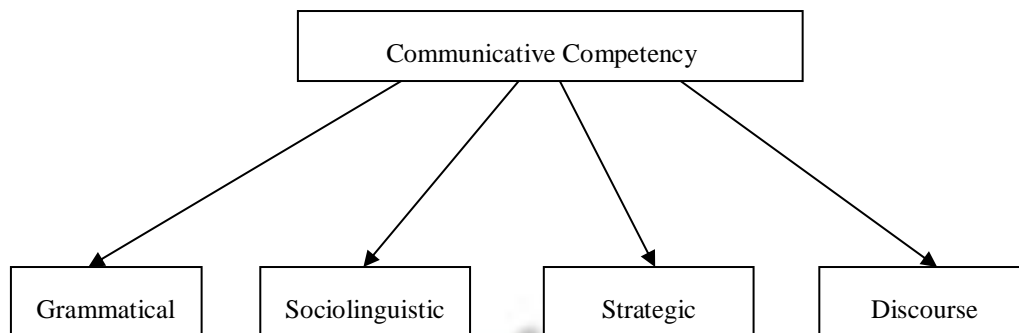
Figure 2.2 Canale and Swain's (1980) Model of Communicative Competence (Canale, 1983, as cited in Agbatogun, 2013)

Canale and Swain (1983) group the communicatice commpetence into four components; grammatical, sociolinguistic, strategic and discourse Agbatogun (2013) explains the four components of Canale and Swain's model give learners the opportunity to compensate for a deficiency in one field with competent performance in other fields. Canale and Swain (1983) and Hymes (1972) have the same principle that some rules of language use will not be effective without rules of grammar.

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                    ┌─────────────────────────────┐
                    │   Communicative Competence  │
                    └─────────────────────────────┘
                  ↙                              ↘
        ┌──────────────┐                  ┌──────────────┐
        │ Organizational│                  │  Pragmatic   │
        │  Competence  │                  │  Competence  │
        └──────────────┘                  └──────────────┘
          ↙          ↘                      ↙          ↘
    ┌──────────┐ ┌──────────┐      ┌──────────┐ ┌──────────────┐
    │Grammatical│ │ Discourse │      │ Strategic │ │Sociolinguistic│
    │Competence│ │Competence │      │ Competece │ │  Competence  │
    └──────────┘ └──────────┘      └──────────┘ └──────────────┘
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Figure 2.3 Canale's (1983) model language competence. (Sun, 2014)

Canale (1983) distributes communicative competence into 2 components: organizational competence and pragmatic competence. Canale (1983) includes

grammatical and discourse into organizational competence, strategic and sociolinguistics into pragmatic competence.

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                    ┌─────────────────────────────────┐
                    │   Communicative Competence      │
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   │ Organizational│   │  Pragmatic   │     │   Strategy   │
   │  Competence   │   │  Competence  │     │  Competence  │
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  │Grama│Textual│   │Fuctional│Socio    │  │Goal│Planning│Assesment │
  │tical│      │   │        │linguist  │  │    │        │          │
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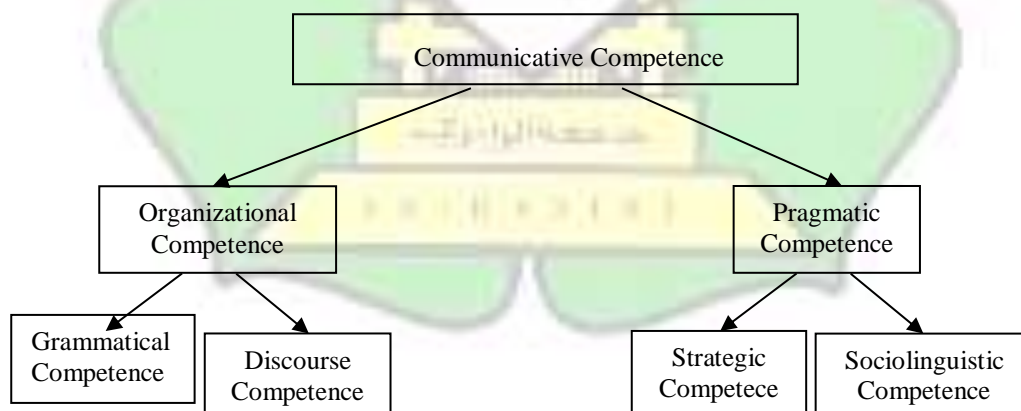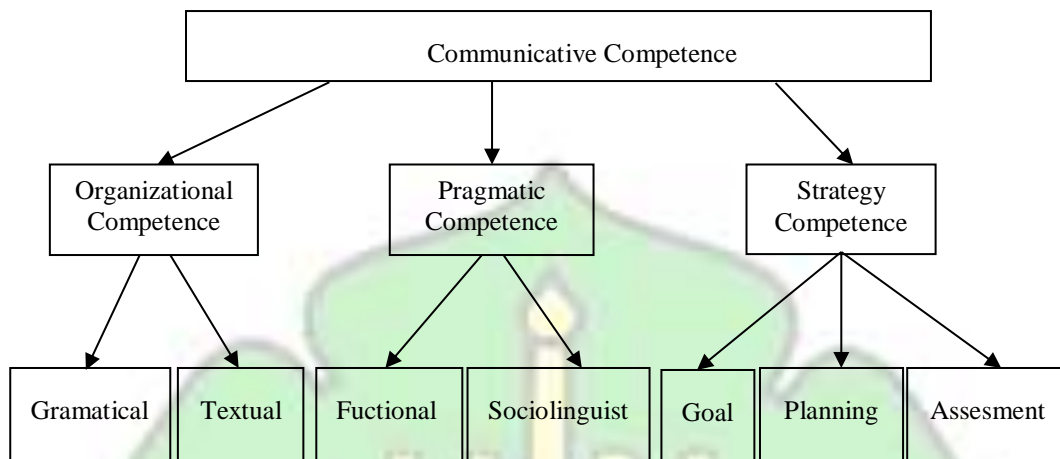
Figure 4 Bachman's (1990) communicative competence model (after Bachman & Palmer 1996, p.68 ). (Sun, 2014)

Sun (2014) explains Bachman and Palmer (1996) model differentiate three components of communicative competence: organizational, pragmatic and strategic competence. Grammatical and textual competence included organizational competence. Functional and sociolinguistic competence both include pragmatic competence. Goal setting, planning and assessment included to strategic competence.

Canale and Swain (1980), and Canale (1983,as cited in Bagarić, 2007) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. Bagaric (2007) also groups knowledge into 3 types; knowledge of grammatical participles, knowledge to fulfill functions about how language is used in social contexts and knowledge about how to combine speech and communicative functions to principle discourse.
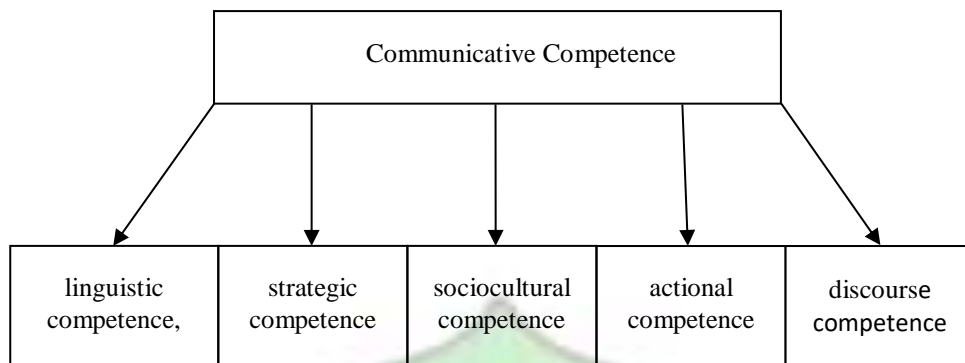
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┌─────────────────────────────────────────────┐
│          Communicative Competence            │
└─────────────────────────────────────────────┘
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| linguistic competence, | strategic competence | sociocultural competence | actional competence | discourse competence |
|---|---|---|---|---|

Figure2.5 Celce-Murcia, Dörnyei & Thurrell's model (1995), (Bagarić, 2007)

Celece-Murcia, Dornyei, and Thurrell (1995) put forward another model of communication competence developed from the continuation of the work of Canale and Swain (1980) and Canale (1983). Their model contains five language skills, organizational competence, socio-cultural competence, action competence, and communication competence.

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┌─────────────────────────────────────────────┐
│          Communicative Competence            │
└─────────────────────────────────────────────┘
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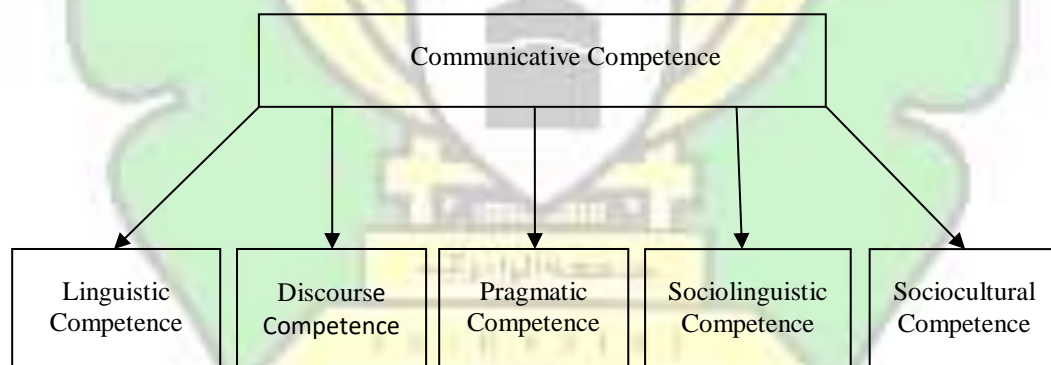| Linguistic Competence | Discourse Competence | Pragmatic Competence | Sociolinguistic Competence | Sociocultural Competence |
|---|---|---|---|---|

Figure 2.6 Littlewood's (2011) model of communicative competence

Furthermore, Bagarić (2007) explains further from the components of Littlewood as follow as:

1. Linguistic competence includes the understanding of vocabulary, grammar, semantics and phonology that has been the common subject of second language learning.

2. Discourse Competence enables speakers to participate in ongoing discourse, e.g. by connecting ideas into longer written texts, sustaining longer spoken turns, engaging in communication, opening and closing conversations.

3. Pragmatic competence allows second-language speakers to use their language tools to communicate and interpret meanings in real situations, including those where they encounter problems due to knowledge gaps.

4. Sociolinguistic competence consists primarily of learning how to correctly use language in social situations, e.g. conveying sufficient degrees of formality, directness, etc.

5. Sociocultural competence contains awareness of cultural knowledge and assumptions that affect the exchange of meanings and can lead to misunderstandings in intercultural communication.

In addition, Mustadi (2012) claims in his research, the successful language use for communication presupposes the development of communicative competence in the users of that language and that the use of language is constrained by the socio-cultural norms of the society where the language is used. Finally, the manner in which the relationship between the child's communicative abilities and

the learner's emotional make-up of the child plus the right environment provided

by the teacher can develop the communicative ability template in the early years of

exogenous bilinguality (Renart, 2002).

# CHAPTER 3

## RESEARCH METHODOLOGY

This chapter outlines the methodology employed in this study included research location, research design, population and sample, technique of data collection, and data analysis.

### A. Research Location

Location of research is the place related to the target or the problem of the research as well as one of information source which is capitalized by the researcher. The selection of research location is concerning to the determination of unit, component, group, and place where the individuals are involved in the certain action or event which will be studied (Sukmadinata, 2007). This study took place at Bunga Matahari International Elementary School Kota Banda Aceh. Bunga Matahari International Elementary School is one of an elementary school in Banda Aceh, which is located Jl. Jenderal Sudirman No.41 A, Geuceu Iniem, Kec. Banda Raya, Kota Banda Aceh, Aceh 23232.

### B. Research Design

This research was conducted by the researcher using qualitative methods. Creswell (2003, p. 18) elucidates

> qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed. With an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e., political, issue-oriented, collaborative. Or change oriented) or both. (Creswell, 2003, p. 18).

This approach of research is used to provide a better understanding of the research problem. Qualitative data consists of information that the researcher gathered through interviews and observation. To gain depth understanding, the researcher preferred to use a qualitative method to collect the data. The techniques that the writer used to collect the data of this study were interviews and observation.

## C. Population and Sample

### a. *Population*

Neuman (2014, p. 247) argues about the population as "the abstract idea of a large group of many cases from which a researcher draws a sample and to which results from a sample are generalized". So, we can conclude that the notion of the population is a set of objects (humans, other living things, symptoms, objects or events) that have the same characteristics and are in the same place. Therefore, the population of this study was comprised of all teachers and students of Bunga Matahari International Elementary School Kota Banda Aceh.

### b. *Sample*

Neuman (2014) defines the sample as the investigator chooses a small set of cases from a large pool and generalizes the population. Moreover, Khotari (2004) terms that, sampling is the selection of a portion of the population or totality based on an assessment determined by the researcher to obtain all research information about the entire population.  A sample is the group of a participant in a study selected from the target population.

Therefore, the writer chose the sample by using purposive sampling. Purposive sampling is a sampling by selecting participants who have special characteristics that will be representative or informative about the population of interest (Self & Schreiber, 2011). In other words, purposive sampling is a technique of deliberate sampling following the requirements set by the researcher.

The goal of purposive sampling is to obtain rich information for the purpose of completing the data. The participants of this technique sampling selected from the sample which meets specific criteria, in this case, and they are assumed to be representative. In the perspective of qualitative methodology, the participants who meet specific criteria and knowledge of phenomenon make them information-rich participants.

Furthermore, the sample, in this case, was taken from two sides; teachers and students in the fourth and fifth level of Bunga Matahari International Elementary School Kota Banda Aceh. This study took three students of fourth level and three students of fifth level who have good abilities among other students and two teachers who is energetic and has high creativity in teaching. These three students and one teacher were also selected by the school principal to be a participant in this study.

The main objective of this study is to know teacher strategies and to choose the appropriate strategy in developing young learner communicative competence. Thus, the researcher needs to acquire the result and understand the developing young learner's communicative competence.

**D. Techniques of Data Collection**

In collecting the data, the researcher used interview and observation technique. In gaining depth information related to the teacher's strategies in developing young learners' communicative competence, the researcher used a list of interviews for principals and checklist of observation which consist of some questions of the teachers' strategies in developing young learners that they have applied.

*a. Interview*

The interview method is a method of collecting data that is used to obtain information or the position of the respondent through direct conversation or face to face. In this case, the writer collected the data by giving the respondents some questions related teachers' strategies that have been applied in developing young learner communicative competence in teaching English systematically and objectively. Khotari (2004, p. 110) states, "the interview method of collecting data involves the presentation of oral-verbal stimuli and reply in terms of oral-verbal responses".

The English teacher and students of Bunga Matahari International Elementary School Kota Banda Aceh ware interviewed by researcher, which used face to face interview. Khotari (2004) mentions face to face interview is also called a personal interview in which the interviewer interviewed a resource person by asking questions face to face. Hence forth, a face-to-face interview is the source of

data collection in this study to gain a better understanding of various participants' experiences and arguments.

The researcher used open-ended questions for interviewing. Züll (2016, p. 1) expresses "open-ended questions require respondents to formulate a response in their own words and to express it verbally or in writing".

## E. Data Analysis

The data collected using interviews in two sides; three English teachers and three students in each 4th, 5th and 5th grade class. This data were analyzed qualitatively using thematic techniques of analyzing data. Delahunt and Maguire (2017) state the process to identify patterns or themes in qualitative data is called thematic analysis. Joffe and Yardley (2004) explicate thematic analysis is a qualitative data analysis approach involving the systematic detection and explanation of themes or trends in a qualitative data set.

From the explanation above the writer can conclude that thematic analysis is one way that can be used to analyze qualitative data, for example, data obtained from in-depth interviews or semi-structured interviews as conducted in this study.

Then, qualitative research aims to explore in-depth what happened from an event through participant perspectives, the component interview transcripts are very important for researcher to explore the meaning more deeply. The entire material or data in the form of text is managed based on themes that the teacher's

statements about the strategy that have applied in developing young learners' communicative competence.

At this stage, textual data is reduced. Coding is the process of identifying themes from the results of transcripts that have been read. The end coded data is labeled for ease of analysis. Here, semantic coding from raw qualitative data was used interview transcripts and observation paper).

According to Miles & Huberman (1994), data analysis consists of three procedures that occurred at a time, the procedures mentioned as follow:

a. **Data Reduction**

Data reduction is the process of selecting, reducing, organizing, simplifying mass qualitative data which the writer obtains from the interview so that the conclusion might be drawn and verified. The approaches to simplify the data could be taken through coding, writing summaries, discarding irrelevant data and so on.

b. **Data Display**

Miles and Huberman (1994) confined a data display as an organized collection of information that allows the researcher to draw a conclusion and take action. Besides, data display is the process of combining organized information in a solid form of matrix, graphic, and table so that the writer may see what is happened and take an appropriate conclusion.

### c. *Drawing and Verifying Conclusion*

This process is where the writer begins to build a conclusion regarding the study. The conclusions are also being verified during the research is conducted. The meaning that arose from the reliability of data can be examined and the conclusions can then be verified so that, the result can be liable.

Thus, the technique of data analysis used in this study was a descriptive analysis. The collected data through interviews were analyzed and concluded narratively. The writer analyzed the data by reading it several times to develop a deeper understanding of the information given by participants.

**CHAPTER 4**

**RESEARCH FINDING AND DISCUSSION**

This chapter draws the result of the interview and observation of this study, including the discussion of examining the research question.

### A. Research Finding

After conducting the research in Bunga Matahari international Elementary School, there are seven teaching strategies founded to developing young learner communicative competence; they are: accustoming students to speak English, student centered learning, and rewards strategy. Those strategies are often used by teachers at Bunga Matahari International Elementary School in teaching English for young learners. Thus, the selected teachers and students were interviewed. Teachers' initials are Mr. JP, Ms. NH, and Ms. RR, and for students are LCS, HE, MNA, ZM, CN, VL, HAM, JCS, and ASL.

### 1. *Strategies applied in teaching English language*

### a. Accustoming students to speak English

Initially, this strategy was discovered by analyzing the results of interviews with English teachers and some students in the $4^{th}$, $5^{th}$, and $6^{th}$ grade class. The researcher founded that teachers in Bunga Matahari International School attempted to deliver the lesson in English as much as possible. It was not surprising since this school is a bilingual school. Moreover, most of students also accustom themselves to speak English at school (with teachers and friends) also out of school (with parents).

1. **Sixth grade**

   HAM, the student in sixth grade, said

   *"I never speak Bahasa, because I speak English with my parents all the time"*

   The same answer was raised by ASL from the sixth grade and what distinguishes it from the HAM student is only ASL does not speak English with her parents, because her parents are not good at speaking English.

   *"I like to speak English but only with my teachers and my friends"* she added *"my parents are not good in English"*

   JCS gave the similarly opinion with his friends that,

   *"I speak English mostly. "*

   NH is English teacher in sixth grade, in teaching learning she used English but sometimes she will mix English and Bahasa.
   *"Of course English but sometime I mix it",* she continued: *"because we have the lesson of passive voice, direct speech that is hard to explain to the kids".*

   From Ms.NH's explanation related to teaching and learning English, it is not always in English, as already stated, since there are difficult materials for students to grasp such as teaching passive voice, direct speech and so on, then the language will be mixed.

2. **Fifth Grade**

   In teaching- learning process Mr. JP does not provide an opportunity for students to use Bahasa. In the interview he mentioned,

   *"I don't allow them to speak in Bahasa"*

It means that Mr. JP does not allow his students to speak Bahasa. This is done with the aim in order to students are accustomed to English. So, they can speak easily and understand English well. This is supported by the school curriculum that requires students speaking English. Especially, Bunga Matahari International Elementary School is one of bilingual school in Banda Aceh.

Accustoming students to speak English strategy is well received by students. This is evidenced by the results of student interviews. They mentioned that;

VL said that, "*I speak English with my friends all the time*. She also stated: *"and we always like talking English, playing in English and doing everything in English,*

CN talked about the same thing, *"I speak with my family in English"*

Similarly with two both her friend, ZM conveyed, *"I speak English for everybody but some people that cannot speak English, I just speak Indonesia. But, mostly I speak English actively days*. She continued: *with my family too"*.

Accustoming students to speak English is the strategy applied by Mr. JP in his class and it has a very good effect for his students. From the results of interviews they have started to get used to speaking, and they speak English all the time both at home and school. Researcher also saw their English is very good in speaking. Even, they also told that that when they watch Hollywood movies they

don't need Indonesian subtitles. This explains that their English has progressed

rapidly

## 3. Grade Fourth

Accustoming students to speak English strategy is also applied in Ms. R class in grade fourth. In the interview she said that,

*"I teach full English"*

Although there are some students who do not understand but Ms. R still will not translate it into Bahasa, She added:

*"Some of them do not understand. But I still do not translate it"*

In this class one student said that he liked English and two students did not like when the teacher asked them to speak English. LCS said that,

*"I like speaking English and I like when the teacher ask me to speak in front of the class"*

While two students in fourth grade, for example is student HE, she is still doubtful for speaking English. Sometimes she likes and sometimes she does not like when the teacher asks her to speak English. HE stated,

*"eemm…. Sometimes"*

Although everyday students of Bunga Matahari International Elementay School use English when greeting both friends and teachers, but not all subjects in this school are taught in English. This can also affect their English speaking. Moreover, English in Indonesia is a foreign language. Hence from this, some students still need time to like and speak English. This is known from the statement of one student from the fourth grade, MNA.

*"I don't like speaking English because I like speaking Bahasa"*

**b. Student Centered Learning**

Based on of interview result with English teachers in four-sixth grade, all teachers apply the student centered learning strategy, therefore the researcher concludes that the Student Centered Learning (SCL) approach is a learning model that places students as the center of the learning process. The point is that learning prioritizes the development of creativity, capacity, personality, and needs of students, as well as developing independence in seeking and finding knowledge.

**1. Grade Sixth**

NH believes that now making students to be active is easier with student centered learning strategies, especially recently textbooks are very supportive. In the interview she said:

*"I use Student Centered Learning (SCL) strategy.* She appended: *But, our textbook is already built up"*.

Every student is different in learning and they have their own way of learning. In this case a teacher must know and must not equate one student with another student. This case occurred in the NH class where all students liked group learning except HAM. He prefers to study alone. Although like that NH also tries to make students help each other in any way especially in terms of learning. Because group learning has many positive effects on children such as mutual cooperation in solving problems, can save time in doing assignments, and there are some materials that cannot be made by themselves, with always monitored by the teacher. This was raised by HAM when interviewed,

*"I like personal than a group. Because I like working alone"*

Whereas, JCS and ASL prefer groups rather than working alone. JSC, *"I like working together"* and ASL agreed with an answer from JCS, she added, *"it's easy if working together"*.

## 2. Grade Fifth

Mr.JP's opinion in enhancing communicative competence, students must be accustomed to speaking English, besides that the student center is more effective to improve communicative competence because it provides opportunities for them to think for themselves how to solve a problem without being fully assisted by the teacher, the teacher is only a facility for them.

*"...teaching English and Communicative Strategies, as a teacher I just facilitated do not give too much and give them opportunity to their practice"*

Mr. JP also explained about the student center strategy that was applied in his class, he just said the student center to his students, then spontaneously the students immediately formed groups and then he gave them activities that they had to do. From this explanation the researcher conclude that he formed his students to be more independent and to think critically in carrying out the tasks given by him.

Positive responses by Mr.JP's students, from their acknowledgment that they prefer to study in groups because according to them it's hard to do it alone because sometimes they have a project. As stated by ZM:

*"working together better than personal. It is hard if we think personal because sometime we have a project"*.

The same thing was said by VL, *"Working together easier because we can work faster, faster than five minutes"*.

CN added, *"I think, because we can help each other"*.

Small group discussion is one of the steps in the Student-Centered Learning approach. Applying learning in the form of groups, that means a teacher gives students an opportunity to participate in learning so that students can develop their potential to the fullest and can foster creativity and innovation.

## 3. Grade Fourth

As explained above that all of teachers Bunga Matahari International Elementary School apply student centered learning in all subjects. As stated by English teacher in fourth grade. Ms.RR said:

*"I make student center. Ask the student to be active"*.

It means Ms. RR wants her students to be more active in everything, whether in speaking and in characters to help each other. The effects of this student center according to Ms. RR are, can develop students more independently, the students are more confident in front of their friends, and can improve their speaking abilities.

Student-centered learning is in demand by students, because this learning strategy includes groups as an element of the teaching and learning process. This is one thing teachers often do in class. This is what the researcher found from the results of interviews with fourth grade students. For instance, HE explained,

*"..we like in the group"*

The same statement was also mentioned by MNA, *"Of course we like the group".*

So, when someone already likes something they will do it happily. Therefore, if students learn in a happy state they will easily get the lessons given by the teacher.

### c. Rewards Strategy

Teaching Bunga Matahari students is really challenging. Teachers need to know how to get and keep students' attention since they tend to lose their concentration in short time. The method of rewards strategy is done to instill student interest in learning, with the reward method, students will be motivated to enjoy learning and pay attention to learn and teacher can encourage students' activities so that learning is more directed.

The rewards can be done in various ways and according to the available opportunities. A reward is not only in the form of objects or things that kids like, but praise, words of encouragement, or just showing respect is something that should be given to students when they are able to carry out tasks. But actually, the ability of each student is different. So from this, not only students who are able to complete their tasks properly deserve a reward, every student who wants to go through the learning process also deserves to get a reward.

Therefore, all teachers in Bunga Matahari International Schools use this strategy to motivate their students in teaching and learning.

**1. Sixth Grade**

Ms. NH chose in giving rewards in the form of star and she will stamp the star in discipline book. From the interview, she revealed:

*Of course they doing very well we will give them the reward star and then stamp".* She continued, *"I will stamp in discipline book".*

A teacher for young students would be different from teachers who teach in high school or senior high school because they will understand more. If they don't do things that the teacher can reward, they cannot get rewards. It's because they already understood. However, giving extra point and star to students is one thing that is effective to increase their motivation and interest in a subject whether it is elementary school, junior high school and even senior high school.

This is the researcher found from the interview of students of Bunga Matahari International School. ASL expressed:

*"I ever got the point in my class, which made us very happy"*

It's not only ASL who expresses her pleasure when she gets points from her teacher. JCS also explained when they would get points. JCS explained:

*"We got the point when we do something well"*

From their statement the researcher can conclude that sixth graders really like rewards strategy. Even more, when JCS issued a statement which he would do best when given a reward / point by his teacher.

2. **Fifth grade**

Mr. JP did not provide rewards in the form of goods, he also did the same thing with Ms. NH. The reward he gives is extra point. In the interview he said:

*"I don't give them the reward like material things".* He added, *"But I give them extra point".*

He explained that if he gave rewards in the form of material, for example chocolate, then the others would ask "teacher, where is chocolate for me?" so according to him giving extra points is a fair thing for children to increase their motivation to learn.

It is very challenging for elementary school teachers to act fairly in learning by teaching in class. Teachers must make decisions as to what should be taken which is good for students in providing learning activities. Because students have different problems, teachers must be able to guide all students to participate in class activities. It is very important to make all students interested in engaging in class activities in a way that is fair.

Great responses from Mr. JP's students can be seen when the researcher asked them about the reward given by the teacher when they do something good, to the fifth grade student, for instance,

ZM said: *"Yes we got the point".* Then VL explicated about the reward that they have accepted, *"and sometimes star, sometimes the teacher just said that congratulation.* She appended, *"the teacher will write point in our report card".* CN expressed the happiness when getting extra points, *"we are happy when we get the extra point because we get the good grade".*

It meant extra point will build up students' motivation in learning. So that the goals of teaching will be easily attained. If the students feel happy, they will

freely involve in the classroom activities and for sure it makes them simply catch the lesson.

## 3. Grade Fourth

Ms. RR also did the same thing as other teachers in motivating their students. She appreciated students' work by giving them extra point. She said in the interview,

*"I will reward them such as the point"*

Children are cheerful; they like to do fun things whenever they want. Consequently, teachers in Bunga Matahari should be creative to choose a fun teaching strategy, such as reward to appeal the students to learn gladly. Hence, she considered that reward is one of strategies that is capable to make students not feel bored during the learning process. Moreover, reward can also motivate them to complete the task well.

As explained above that students like rewards, and this motivate them to do everything well. This was answered by MNA,

*"I like it. I will do the best that I can"*.

This proves students like reward strategies and can indirectly motivate them to do things well. LCS also explained when they would receive the reward,

*"If I speak fully English, I will get the star"*

## B. Research Discussion

Based semi-structured interview the researchers did on both the teacher and student parties conducted on January 13th – 17th 2020 at Bunga Mathari International elementary school, exactly in Fourth – Sixth Grade, the researcher

found that, there are three strategies mostly applied by teachers in Bunga Mathari International elementary school. These strategies are accustoming students to speak English, applying student centered learning, and giving rewards. Thus, the finding will be discussed based on the research question of this study:

**"What are teacher's strategies in developing young learners' communicative competence?"**

Students at Bunga Matahari at least should master Basic English conversation. For instance, they are able to introduce themselves, their address, and talk about daily conversation. This was what teachers in Bunga Matahari International School did in teaching English with accustoming students to speak English. They consistently tried to attract their students to practice English at school. In addition, a sociocultural theory stated by Vygotsky (1978, as cited in Mackley, 2009) told that to acquire knowledge the students should interact with people.

This strategy is very powerful to be used to increase communicative competence as well as to increase vocabulary, confidence in speaking, and have the skills to speak in public. Therefore, the Bunga Matahari School accustoms their students to speak English with the teachers or staff and also with guests who enter and exit the school. This school also drags parents into improving speaking English, so not only at school they speak English but also at home, Although there are indeed some students who only speak English with their friends and teachers for reasons because parents cannot speak English. But this is not a reason for them to lose their English skills.

The next strategy is teaching by using Student Centered-Learning in which all teachers in Bunga Matahari International Elementary school applied for teaching- learning in the classroom. Antika (2014) expresses opinions about Student Centered-Learning which is, in the SCL approach, the teacher must be able to carry out his role well that is not only as a teacher, but also as a motivator, facilitator, and innovator. The teachers in this school apply this method with the understanding in the student-centered learning process, with the aim that students get the opportunity and facilities to build their own knowledge. So that, they will gain a deep understanding (deep learning), and ultimately can improve the quality, creativity of students. This is also one of the strategies that can improve students in developing communicative competence.

Furthermore, teaching English to young students is very different from adult students because they have very different needs, interests, abilities and enthusiasm in language learning. Therefore, young learners really need motivation as their basis in learning English. So, Bunga Matahari International School teachers use a reward strategy to motivate their students and of course to handle students' misbehavior in learning classroom. This is in line with Long (2013) that explains five components to extend English foreign learner in learning, those are age, personality, motivation, experience, cognition and native language.

Irawati and Syafei (2016, p. 267) "reward is an educational strategy which can be used to make the students feel happy in learning a language and also can be used to give motivation to the students for learning better". In addition parents' involvement in children education also influences students' academic achievement.

Tinajero (2011) says that, the most important partner for school in children education is parents. Therefore, parents and school need to collaborate in order to help the children in learning. Both of them are expected to share information about the children. Besides giving a better outcome to children in academic matters, a good relationship between parents and school is also beneficial to develop children's mental. Hiatt-Michael (2001, as cited in McDowell, Jack, and Compton, 2018) states that, parental involvement has also been related to fewer attendance issues and fewer behavioral problems in students. The students will be more enthusiastic and confident in learning when they are supported by their parents. In conclusion, parents' participation in children education is vital, and parent should be able to work cooperatively with teachers to get involved in teaching learning process for the sake students' best achievment

# CHAPTER 5

## CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of the study. The conclusions are obtained based on the research finding while the suggestion is proposed to provide following improvement of the study.

## A. Research Conclusions

This research has demonstrated some of strategies applied in teaching communicative competence for young learners at Bunga Matahari International Elementary School. The strategies are: accustoming students to speak English, student centered learning, and giving rewards. The Three strategies were applied because they are proper strategies for Bunga Matahari students. They fit students' character and students' learning style. It is known that, young learners is different with adult. It leads Bunga Matahari teachers to provide the right strategy and fun teaching strategies through implementing English communicative competence for students.

Teaching communicative competence to young students is very important to foster the ability to produce and interpret meaningful speech that is formed in accordance with the rules of the language concerned and contains conventional meanings and skills to interact with others, involving motivation, attitudes, self-confidence, empathy and ability to handle social situation.

**B. Research Suggestion**

Recently, people can find lots of elementary schools and courses that provide English language for children. Therefore, the researcher would like to give some suggestions. For:

*1. English language teachers*

As English teachers, specifically who teach English for elementary schools, it is important to provide English language strategies that can attract students' attention and interest in learning English. Teachers must have creativity in teaching and learning process so that students are not bored during the class. Then, the teacher must also realize that fostering confidence for young students to speak in public from an early age is needed by students. Moreover, in the era with rapid progress like today, where the ability to speak is one of the important points for their future. Thus, teaching communicative competence for young learners is indispensable for young generation especially Indonesian youth generation

*2. Elementary schools*

Learning English for young learner is not easy because those students prefer mother tongue. Young learners perhaps are interested to learn a new thing, but not all young learners have the same interest and capability. On that ground, it is better for elementary schools to provide competent English language teachers who love children and recognize children's characteristics very well. If the teachers know how to teach English for young learners, it will ease children in learning English. In addition, it will be better if the school recruit English teachers graduated

from English language major due to they already had basic skills in teaching English language. Furthermore, elementary schools in Indonesia need to apply the teaching of communicative competence to their students, since teaching communicative competence to young learner is not only taught by English teachers but this communicative competence strategy can also be adopted by teachers who hold other subjects.

### 3. Further researchers

Since this research focused on knowing teacher strategies in developing communicative competence of young learners, the researcher will recommend the next researchers to compare between several schools to find out strategies in teaching communicative competence for young learners. Besides, getting lots of strategies in teaching communicative competence to young learners will be more interesting if the study population more than one school to gain more Learning strategies. Finally, there will be more complete if the next researcher also seeks out the difficulties faced by elementary school teachers in teaching communicative competence to their students.

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**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 menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan; |
| | | 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 Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum; |
| | | 5. | Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; |
| | | 6. | Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh; |
| | | 7. | Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; |
| | | 8. | Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry; |
| | | 9. | Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia; |
| | | 10. | Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum; |
| | | 11. | Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh; |

| | | |
|---|---|---|
| Memperhatikan | : | Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2019 |

**MEMUTUSKAN**

| | | |
|---|---|---|
| Menetapkan | : | |
| PERTAMA | : | Menunjuk Saudara: |

1. Fitriah, M. Pd          Sebagai Pembimbing Pertama
2. Yuliar Masna, S.Pd.I., M.TESOL    Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

| | | |
|---|---|---|
| Nama | : | **Hesti Hartinah** |
| NIM | : | 150203205 |
| Program Studi | : | **Pendidikan Bahasa Inggris** |
| Judul Skripsi | : | **Identifying Teachers' Strategies in Developing Young Learners' Communicative Competence** |

| | | |
|---|---|---|
| KEDUA | : | Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018. |
| KETIGA | : | Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021 |
| KEEMPAT | : | Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini. |

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Oktober 2019
An. Rektor
Dekan,

**Muslim Razali**

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Nomor : B-16378/Un.08/FTK.1/TL.00/12/2019                     09 Desember 2019
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
      Menyusun Skripsi

Kepada Yth.

**Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh.**

Di -
      Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

| | | |
|---|---|---|
| N a m a | : | Hesti Hartinah |
| N I M | : | 150 203 205 |
| Prodi / Jurusan | : | Pendidikan Bahasa Inggris |
| Semester | : | IX |
| Fakultas | : | Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam. |
| A l a m a t | : | Jl.Sultan Iskandar muda Blang Oi Meuraxa B.Aceh |

Untuk mengumpulkan data pada:

**Bunga Matahari International Elementary School Banda Aceh.**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Identifying Teachers' Strategi in Develoving Young Learners' Communicative Competence.**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode 4558

**SURAT KETERANGAN**
**No : 422/SD-BMIS /0330/I/2020**

Yang bertanda tangan di bawah ini :

| | |
|---|---|
| Nama | : Nurhayati, S.Pd |
| Jabatan | : Kepala Sekolah |
| Unit Kerja | : SDS Bunga Matahari |

Menerangkan bahwa :

| | |
|---|---|
| Nama | : Hesti Hartinah |
| NIM | : 150203205 |
| Prodi | : Pendidikan Bahasa Inggris |
| Jenjang | : S-1 |

Yang tersebut namanya di atas adalah benar telah melakukan penelitian/mengumpulkan data dalam rangka penyusunan Skripsi pada SDS Bunga Matahari Aceh dengan judul **"INDENTIFYING TEACHER'S STRATEGIES IN DEVELOPING YOUNG LEARNERS COMMUNICATION COMPETENCE"**.

Demikian surat keterangan ini kami perbuat untuk dapat dipergunakan seperlunya.

Banda Aceh, 17 Januari 2020
Mengetahui,
Kepala Sekolah

Nurhiryati. S.Pd

# INTERVIEW QUESTIONS

## Teacher

1. How do you handle when your student gets breakdown when she or he is speaking?

2. Have you given a reward to your students when they done something well?

3. What language do you use in teaching-learning English?

4. What kinds of teachers' strategies or activities that you have applied in developing young learner communicative competence?

## Student

1. What kind of teaching and learning activities do you like?

2. Have you ever received a reward from a teacher when you did something well?

3. Do you like when the teacher asks you to speak English?

4. Has your teacher asked you to speak English in front of the class?