

**EXPLORING ENGLISH LANGUAGE TEACHING STRATEGY
FOR VERY YOUNG LEARNERS
(A STUDY AT KIDDOS ENGLISH SCHOOL)**

THESIS

Submitted by

LIANITA NASUTION

140203109

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2019 M / 1440 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

by:

LIANITA NASUTION

140203109

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

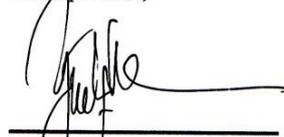
Main Supervisor,



Dr.phil. Saiful Akmal, MA

Date : 09/07/2019

Co-Supervisor,



Yulia Masna, M.TESOL

Date : 28/06/2019

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for Bachelor of Education Degree in English Language Teaching

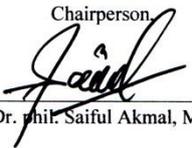
On:

Monday, 22 July 2019
19 Dzulkaidah 1440 H

In Darusallam, Banda Aceh

Board of Examiner,

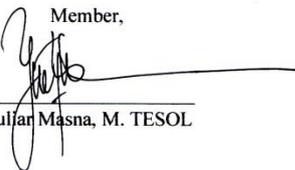
Chairperson,


Dr. phil. Saiful Akmal, MA

Secretary,


Fera Busfina Zalha, MA

Member,


Yulfar Masna, M. TESOL

Member,


Azizah, M.Pd

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Dr. Muslim Razali, S. H., M. Ag.
NIP: 195903091989031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
JlnSyeikhAbdurRaufKopelma Darussalam Banda Aceh
Email prodipbi.arraniry@gmail.com, Website <http://ar-raniry.ac.id>

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Lianita Nasution

NIM : 140203109

Tempat/Tgl. Lahir : Banda Aceh/ 21 Januari 1997

Alamat : Jalan Perdamaian, Desa Batoh, Lueng Bata, Banda Aceh

Judul Skripsi : Exploring English Language Teaching Strategy for Very Young Learners
(A Study At Kiddos English School).

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 09 Juli 2019,
Saya yang membuat surat pernyataan,



Lianita Nasution

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to express the deepest praises and thanks to Allah SWT, the almighty, the lord of the universe who has given me health, strength, opportunity, and blessing in finishing the thesis. Peace and Salutation be upon the prophet Muhammad SAW, the role model and the one who has guided the mankind to the world of knowledge.

The most prestigious thanks to my family; the late of my mother, Nurmalawati, my father, Ibnu Ali Nasution, my aunt, Cut Elvi Masdalifah, S.Pd, and my four brothers.

My great gratitude for my supervisors Dr. phil. Saiful Akmal, S.Pd.I., MA and Yuliar Masna, S.Pd.I., M.TESOL for the enormous advice and guidance since early stage until the completion of this research. My grateful thanks addressed for all lecturers of English Language Education Department as well.

Last but not least, my special thanks to all my friends who had accompanied and supported me in completing this research.

May Allah bless and reward them for all the good deeds they have done.

Banda Aceh, 09 July 2019

Lianita Nasution

ABSTRACT

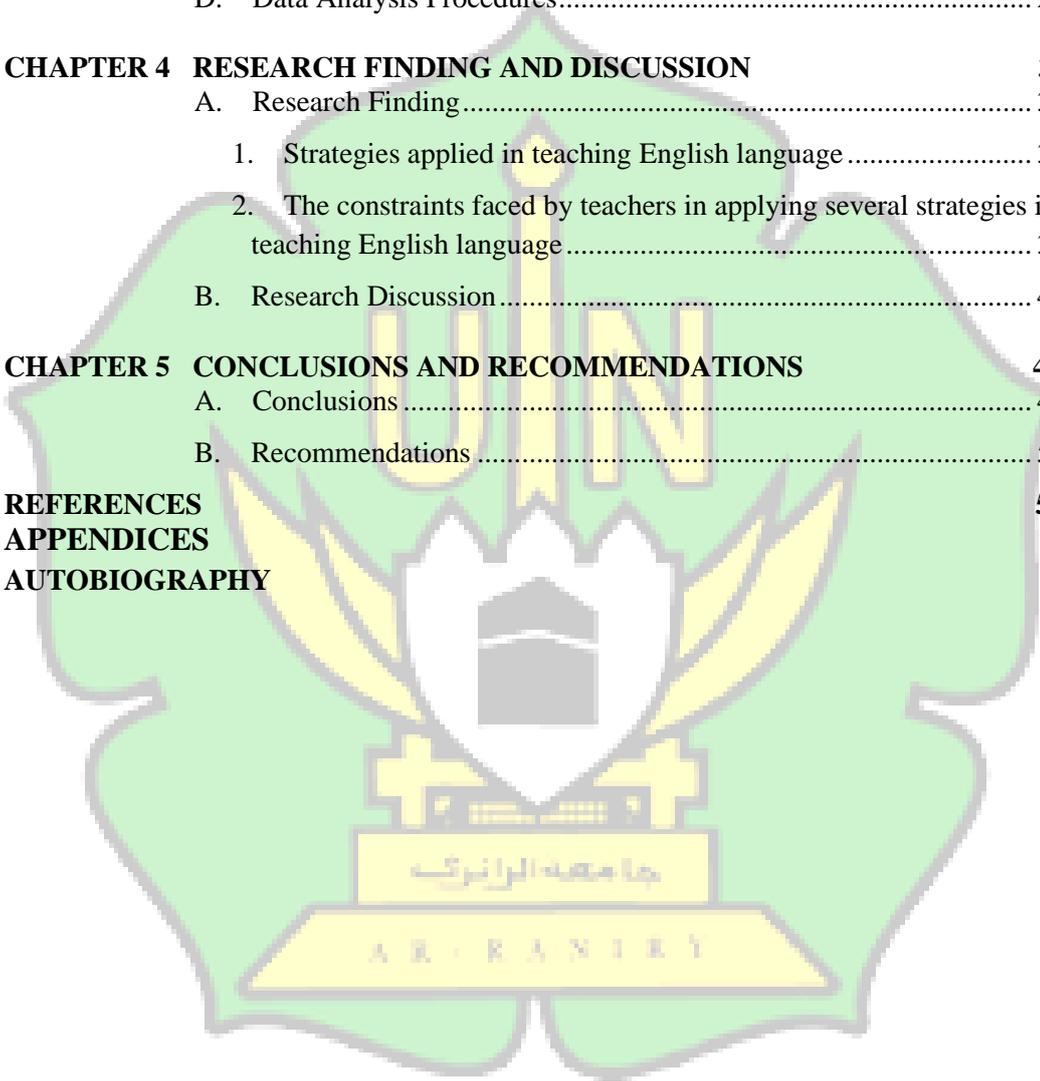
Name : Lianita Nasution
Reg. No. : 140203109
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis working : Exploring English Language Teaching Strategy for Very Young Learners (A Study at Kiddos English School)
Main Supervisor : Dr. phil. Saiful Akmal, MA
Co- Supervisor : Yuliar Masna, M.TESOL
Keywords : Teaching Strategies; Very Young Learners; Kindergarten

Teaching English language for very young learners has developed rapidly. Therefore, this qualitative research is aimed to explore English language teaching strategies applied for very young learners and the constraints in applying them. The research was carried out at Kiddos English School (KES), a kindergarten school located in Banda Aceh, Indonesia. The research participants were chosen by using non-probability sampling method. Moreover, semi-structured interview was conducted towards four English teachers and participant observation was conducted against two classes of KES in order to obtain the information. The result of this study indicated that KES' teachers used at least seven strategies to teach English for their students, namely: engaging learners in daily oral language activity, establishing a nurturing environment, playing games, storytelling, audio-visual, singing, and teaching face to face. Furthermore, the teachers faced four constraints in applying those strategies, which are: students' misbehavior, inconsistency of students' attendance, lack of parental involvement, and insufficient number of teacher.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY.....	
Error! Bookmark not defined. ACKNOWLEDGMENT.....	
Error! Bookmark not defined. ABSTRACT.....	iii
TABLE OF CONTENTS.....	iv
LIST OF APPENDICES.....	vi
CHAPTER 1 INTRODUCTION	1
A. Background of Study.....	1
B. Research Question.....	4
C. Aim of Study.....	5
D. Significance of Study.....	5
1. English Language Teachers.....	5
2. Kindergarten Schools.....	6
E. Terminology.....	6
1. Teaching Strategy.....	6
2. Very Young Learners.....	7
3. Kiddos English School.....	8
CHAPTER 2 LITERATURE REVIEW	9
A. Language Teaching Strategies.....	9
B. Types of Teaching Strategies.....	10
1. Build on Students' Prior Literacy Experiences.....	10
2. Engage Parents and Families.....	12
3. Engage Learners in Daily Oral Language Activities.....	14
4. Establish a Nurturing Environment.....	16
C. Characteristics of Very Young Learners.....	18
D. Teaching English to Very Young Learners.....	21

CHAPTER 3 RESEARCH METHODOLOGY	25
A. Research Designs	25
B. Research Population and Sample	25
C. Data Collection and Research Instruments.....	27
1. Observation	27
2. Interview	28
D. Data Analysis Procedures.....	29
CHAPTER 4 RESEARCH FINDING AND DISCUSSION	32
A. Research Finding.....	32
1. Strategies applied in teaching English language	32
2. The constraints faced by teachers in applying several strategies in teaching English language	39
B. Research Discussion.....	44
CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS	49
A. Conclusions	49
B. Recommendations	50
REFERENCES	52
APPENDICES	
AUTOBIOGRAPHY	



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
- Appendix C Confirmation Letter from Kiddos English School
- Appendix D Observation sheet
- Appendix E List of questions for interview
- Appendix F Observation sheet results
- Appendix G Interview transcripts



CHAPTER 1

INTRODUCTION

A. Background of Study

English is the most widely used language in the global world today. Internet World Stats presented the 1,052,764,386 English speaking people used internet, correspond to 25.3% of all the users. It made English as the top language used in the Web on 31st December 2017 (Internet World Stats, 2017). In addition, English occupied the third most spoken language in the worldwide after Chinese and Spanish (Statista, 2018). Therefore, it is important to introduce it to our generation from very young age. One of the easy ways is by teaching English language for the young learners at kindergarten school. There, they will be taught the basic level of English. It is worthwhile since they naturally had high curiosity and passion to delve world around them. As Piaget's theory about children cognitive development, very young learners are in the preoperational stage of intelligence. They learn by using concrete materials like objects, pictures, stories, and videos (Uysal & Yavuz, 2015). Thus, learning a new language in a precise environment where they can learn through playing like in the kindergarten school is compatible.

Many parents have realized how significant English as a foreign language is. Therefore, they are attractive to introduce it to their children in early age. They

pretend to find kindergarten schools that frequently used English language in teaching-learning process or provide English language as one of a compulsory lesson. The significance of English language is also proved by its existence in almost of every today kindergarten school. Moreover, there are also many English language courses nowadays. This fact shows if English language for very young learners is being required in this century.

According to Shichita (2000, as cited in Chuang, 2011), children between 3 and 6 years old are at the peak age to be taught foreign languages. The problem is how to teach them the language? It is as challenging as Dolzhykova (2014, p.11) stated in his thesis, “Children as young as 3-6 cannot usually read or write and that is an obvious challenge for the English teachers; furthermore, there are no established teaching materials for this age-group”. It showed that English language teachers should struggle in English language classroom.

Having talk about English language teaching certainly cannot be separated from English language teaching strategy as an element that influences the situation of learning process (Marcellino, 2008). It will help the teacher to conduct a joyful teaching-learning environment. In addition, it is supposed to relieve some adversities in English language teaching. Consequently, the role of teaching strategies is very fundamental.

Besides, in teaching English language for very young learners, the teachers must use some special ways or strategies. It is because the learners just begin to learn in the classroom. They need time to adapt with learning environment. Hence, the teaching strategies are expected to make the learners enjoy the class

much. That is why to know several types of teaching strategies is really crucial. Notwithstanding, according to Setyarini (2011, as cited in Dolzhykova, 2014), teaching English to young children and teaching English to teenagers or adults are different because young children have different characteristics in terms of their cognitive level, interests, needs, and environment. They like to play much, so the teachers have to use “learn while playing” motto. Thus, the English language teachers have to use appropriate strategies based on learners’ age since they will influence the success of teaching-learning process.

On the other hand, whether all types of strategies appropriate to be applied at kindergarten stage or not is still debatable. The writer thinks that not all strategies are proper to be applied at kindergarten classroom. There must be another practical strategy to be applied in English language classroom at kindergarten stage. As stated by Uysal and Yavuz (2015), teachers must provide kind of classroom activities that simply attract students’ attention such as, physical activities: walking, running, jumping, dancing, climbing; and it is also possible to use fine-motor activities: drawing, coloring, painting, cutting, and pasting. It is very different if we compare to English class activities used for teaching adult. Because of that, it is assumed that knowing English language teaching strategies is needed by students at English language education department, which will become a future teacher.

Therefore, it is central to investigate English language teaching strategies applied for very young learners. The writer will explore those strategies from one of kindergarten in Banda Aceh which is Kiddos English School. The school is

chosen because it is the oldest and most famous bilingual kindergarten school in Banda Aceh. It is similar to Saputri's mini thesis (2015) which also discussed teacher's strategies in teaching English. The difference is she focused on teaching strategies that teacher used at moving class (*lintas minat*) in Senior High School level, which is a curricular program provided to accommodate the expansion of interests, talents and/or abilities of learners beyond their specialization program (The Ministry of Education & Culture Republic of Indonesia, 2014) while this research will focus on English language teaching strategies that are applied for very young learners. After conducting an observation towards three classes of moving class and an interview with three teachers of each class, this previous research found there are six strategies commonly used at senior high school level: lecture, lesson demonstration, question-answer, group discussion, role play, and games.

Although there are multiple teaching strategies used in teaching English Language for young learners, there is no one specific strategy better than the other. Teachers should observe and pre-assess each student to determine which strategy is appropriate to be implemented for teaching and learning process (Hellendrung, 2013). By this research, hopefully the writer can gain more knowledge regarding precise strategies in teaching English language for very young learners.

B. Research Question

1. What kinds of strategies are applied in teaching English language at Kiddos English School?

2. What are the constraints faced by teachers in applying several strategies in teaching English language?

C. Aim of Study

The aims of this research are:

1. To find out kind of strategies in teaching English language for very young learners.
2. To investigate any constraints faced by teachers in applying several strategies in teaching English language.

D. Significance of Study

The study of English language teaching strategies is significant for all English language societies, such as:

1. English Language Teachers

As we know, the way to teach English language for young learners, teenagers, and adults is different. This study can be a reference for English language teacher to use a proper strategy in teaching English language that fits students' age particularly for young learner-age. By knowing them, hopefully English language teachers will choose appropriate strategies for teaching English in accordance with the level of the learners' age. Through this research, the teacher will be helped to identify and select the relevant strategy. Moreover, using a suitable strategy will reduce teachers' difficulties in teaching process since students will be more interesting to learn in the way they love. It will likely increase students' motivation to master English language. Thus, it is expected that, this will aid teachers to reach the goals of English language classroom.

2. *Kindergarten Schools*

To know the type of strategies that exist in English language teaching classroom is a key to produce a successful English language classroom, especially for Kindergarten school. Nowadays, parents have a high interest to introduce English language to their children in early age. Therefore, this study could be one consideration to design the best English language classroom for students in Kindergarten stage. Kindergarten Schools are expected to be able to design a fascinating strategy to be employed to their students.

E. Terminology

1. *Teaching Strategy*

Sequeira (2012, p.3) stated, “teaching is a set of events, outside the learners which are designed to support internal process of learning”. A strategy is a tool, as stated by Heroman and Copple (2006, p.67), “like competent carpenters, good teachers have many tools, or *instructional strategies*, in their tool belts”. Moreover, the tool is changeable based on the goal of teaching, this tool is used to help a teacher in teaching process. They stated, “often she tries one strategy, sees that it does not work, and tries something else” (Heroman & Copple, 2006, p.67). Furthermore, in this context teaching strategy is defined as an action or a manner which teachers do in English language classroom in order to assist them in transferring knowledge to students easily. It is important of having assortment strategies in order to avoid failure in the teaching process.

Teaching English for very young learner is a dare and a delight. They are naturally curious and imaginative. Teacher’s role is not only preparing, arranging,

and leading lessons that encourage interaction, but also to setting-up classroom circles that is conducive to learning (Finlinson, 2016). Thereof, there are several strategies that are typically used in teaching English language for very young learner. According to Tinajero (2001), some strategies that could be apply in teaching English are: build on students' prior literacy experiences, engage parents and families, engage learners in daily oral language activities, and establish a nurturing environment.

2. Very Young Learners

According to Ersöz (2007, as cited in Ikawati, 2017), there are three categories of young learners; the first category is very young learners, aged between three until six years old; young learners, are children between seven until nine years old; last is late young learners, aged about 10-12 years old. In the meantime, this study will focus on very young learners in which, according to Reilly and Ward (1997, as cited in Humlíčková, 2015, p.2), very young learners are, “who have not yet started compulsory schooling and have not yet started to read; the children may be attending state or private nursery schools and they can learn English at school as the part of the school curriculum or during private lessons outside the school”.

Thus, the writer has the same idea as Reilly and Ward. Very young learners are children who learn at kindergarten stage, which is between the ages of 3-6 years old. They just begin to learn and do not know how to read, write, and even speak well. They still learn to speak by imitating adults. Also, they are still very active; they are included into kinesthetic type of learners.

3. Kiddos English School

Kiddos English School is a kindergarten located in Daud Beureueh street, Kuta Alam, Banda Aceh. The school has been founded since 14th October 2012. There are three educational services namely, Daycare (3 months - 2,5 years old), Play Group (2,5 - 4 years old), and Kindergarten (4 - 6 years old). This is one of favorite kindergartens in Banda Aceh. The vision at this school is to create children who are pious, noble character, creative, critical, have insight, knowledge, skills of English, and have a high social sensitivity to the surrounding environment. Therefore, the school uses Beyond Center and Circle Time method (BCCT) which focuses on using of English language in the process of playing and learning. In addition, the curriculum used is based on the curriculum imposed by the government (national curriculum).¹

¹ Information taken from formal brochure and School facebook:
<https://www.facebook.com/Kiddos-English-School-288341077951179/>

CHAPTER 2

LITERATURE REVIEW

A. Language Teaching Strategies

Language teaching strategies are popular among language teachers. They play a big role during teaching-learning process. Either the teachers want to use the target language in the classroom or not, both of them depend on teachers' strategies. According to Cameron (2001, as cited in Yuksel, 2016), making students familiar to the target language is vital, hence, engaging the target language in the classrooms routinely will help them to develop their language skills. However, it does not always fit all language learners. Teaching strategies which will be implemented in the classroom need some considerations, especially learner's age.

Klein (2005, as cited in Yuksel, 2016) mentioned that rather than adults, it is difficult for young learners sitting in the same manner for a long period; their mood tends to change in a short time, but they will be passionate if the subject is interesting. It means, children can feel bored easily. However, Ersöz stated that, "very young learners can be easily motivated" (2007, as cited in Yuksel, 2016, p.11). In doing so, it is important to find strategies where teacher can maintain learners' motivation during teaching-learning process.

In spite of age, to decide what sort of strategies should be used in the classroom, the teacher also needs to analyze some aspects, for example, learners'

background such as: learners' abilities, needs, and desires. In addition, the presence of teaching-learning supports like technology also becomes a consideration. After observing what strategies are worth with school environment and teacher also learners, the teacher can start to apply them. Expectedly, the strategies will help both teacher and learners in the classroom.

B. Types of Teaching Strategies

Teaching strategies are action plans usually used by teachers in teaching-learning process. They are used to help both teachers and learners to achieve classroom's objectives. Teaching strategies are not only applied in teaching math and science, but also in teaching English language. The following are five well-known English language teaching strategies among English language teachers:

1. Build on Students' Prior Literacy Experiences

Prior literacy experiences are very important in learning a new language, particularly for kindergarten students who just start to develop their native language skills. Students aged three to six years still lack of vocabulary. Asking them to understand the new language exactly when they do not have enough skills of their native language is not proper. Madrinan (2014) explained that, previous knowledge is important to acquire a new language; native language expertise (reading, writing, and speaking) has a straight impact on the new language expertise. Thus, it is required to keep improving children native language skills when they start to learn the new language as well.

According to Center for the Improvement of Early Reading Achievement (CIERA) (1998, as cited in Tinajero, 2001), children native language is crucial to

develop when they are learning to speak, listen to, write, and read English. It means, children's literacy experiences in their native language help them much to learn a new language. Teacher can use this to introduce English to them. The more they master their mother tongue, the easier they learn English. It is also correspond to Cummins' interdependence theory (1979, as cited in Mackley, 2009) that said, students' second language competencies are related to students' native language competencies. Therefore, although some bilingual schools intensively develop students' second language, it is also essential to not neglect the development of students' native language (Guevara & Ordonez, 2012).

Referring to Madrinan (2014), although students are in the second language classroom, teacher should not ban them to use the native language. In fact, the teacher uses it to support the second language learning. Friedlander (1997, as cited in Madrinan, 2014) said that, the native language development is required in order to have strategies to learn a new language. They children will be easier to understand if the new language is transferred to their native language or vice versa. Madrinan (2014) also stated that, in teaching a new language it is useful to use students' native language; it helps them to connect the new language with their existing knowledge of the native language. In consequence, the first language has a significant role to assist children in learning the new language.

Thus, it is essential to encourage parents to keep developing children's previous literacy skills at home. As stated by Ford (2010), to develop children's native language skills teacher can ask parents to talk and read to their children in their home language. To ease children to learn a new language, the students

should perceive their mother tongue enough. They need to know how to read and write in their native language then it will bolster them in learning the new language.

2. Engage Parents and Families

Education begins at family. The role of parents and families is vital in children learning process. Learning should not be only at school since children spend most of their time at home. Sandhofer and Uchikoshi (2013, as cited in Espinosa & Magruder, 2015) stated that, while teacher provides students to learn a new language, parents encourage children to develop their home language in daily interactions. Moreover, parents and family is the first people who can support children's mental in learning. Therefore, there are responsible in children education since they should be the best people who know well their children character and interest. Consequently, teacher and parents need to work together so that learning goals can be successfully achieved.

Tinajero (2001) stated that, parents are important partners for school in children education. It means education cannot go well without parents' involvement. Espinosa and Magruder (2015) said that, to reach the goals of English language teaching class, the teacher needs to know who the students are. On that account, the teacher will collect related information about the students from parents, such as students' language development, students' strengths, background, and personality traits.

Tinajero (2001) also said that, parents are able to develop children native language and they can monitor children homework. It means parents have a

crucial role to improve children knowledge and help them to solve any problems during learning. As cited in Mackley (2009), “children are the most likely to experience academic difficulties, and therefore, need as much support as possible”. It is truthful; when children start going to school they will find and face much new things that are different from before, they need to be motivated to through all these new steps. Certainly, family is the first community that encourages children in learning and aids them in hardship. However, children start learning many words from their parents and family. The more often parents urge them to speak, the more words they can learn.

As pursuant to Cole (2008, p.12), “children are dependent on adults to provide them with books and to introduce them to new words and language experiences”. It implies that to enhance children’s language skills, parents and family are required to serve several interesting learning sources, such as flashcards and story books. Also, they are supposed to interact with children actively in order to encourage them to speak more. Thus, it is proper to inform the family how significant they are in their children learning process.

Besides that, to increase children achievement and diminish their barriers in learning, teachers and parents should build a kind relationship (Mackley, 2009). They can share any information regarding the children and find the best solution for any questions. Either parents or teacher should help each other to gain the objectives of learning. When children are at school, the teacher largely possibly to assist them in learning but, when they are at home, definitely parents have more responsible to espouse them in learning.

Moreover, the teachers ought to consult with the parents continuously concerning their children learning progress. For instance, Cole (2008, p.2) explained, “teachers can provide parents with information about their children’s assessed language levels, language and vocabulary goals, and ideas for eliciting language at home”. It can be inferred that parents should know their children development in learning a language. Hence, it is required to convey what children have learnt at school to the parents so that they can aid the children to apply it in their daily live.

Epstein (1987 as cited in Mackley, 2009) stated that, parents’ involvement in their children education highly relates to children’s future. Parents play a big role in children live. A success child comes from success parents, which concern to their child character and academic development. Mapp (2003) found that parents feel honored if they can contribute in their children academic process. Therefore, this should not be difficult to build a deep relationship between teachers and parents in order to help children in learning.

3. Engage Learners in Daily Oral Language Activities

Children at kindergarten school should be introduced to several basics English skills. Those are important for their future both in academic life and daily life. Nonetheless, they do not learn language in isolation; they need to observe and listen to the language often so that they will learn to understand it (Wagner, 2011, as stated in Rosita, Apriliaswati, & Sumarni, 2012). Furthermore, if children have already understood, it is easier for them to produce the language. Perhaps it is

challenging for children when they start to pronounce English words. For example, they will frequently pronounce the words improperly.

However, language is a skill which needs practice as often as possible. If learners only learn by listening, reading, and writing it is not a guarantee that they can apply this skill effectively in daily life. As stated by Mackley (2009), children are capable to create their own learning experiences and to learn by doing. Rather sitting in the classroom for a long time and listen to the teacher, they prefer to do interest things by themselves.

Refer to Vygotsky's sociocultural theory (1978, as stated in Mackley, 2009), learners acquire knowledge through interactions. When learners do not engage much in learning activities, they will not confident to express their thought and feeling such as asking question, making request, and interact with peers. It will obstruct learners to develop. Therefore, teacher should build an intense interaction among students and confirm all students are capable to interact either with friends or teachers. To achieve it, the teacher should provide activities that unconsciously encourage students to involve actively and bravely in the classroom.

According to Tinajero (2001), singing and playing games are kind of activities that increase learners' interaction in the classroom. By applying these fun activities they will learn English happily without feeling bored and nervous. In addition, Rosita, Apriliawati, and Sumarni (2012) said, storytelling with puppet is also one of joyful activities in learning English. It will help teacher to

engage with the students easily since they will be entertained by the puppet and listen to the story enthusiastically.

Besides that, teacher can invite students to perform role play by using puppet. The teacher can choose any topics that close to students' daily life. As stated in (Gupta & Lee, 2015), a kindergarten teacher can use puppet as a tool to introduce the concept of community helpers (police officers, bus drivers, firefighters, etc) and the students will pretend to be such of them and tell their own story to the classroom. This activity is not only useful to stimulate students in practicing the target language, but also beneficial to make them confident to speak up especially using the target language.

Gupta and Lee (2015) informed if picture description is also kind of activities that will construct students' knowledge and support them to practice the language. Teacher can provide some interesting pictures such as animals and fruits, then ask the students to describe the color, the shape, the size, and so forth. The most important one is the teacher should consider what topics are interesting and proper for kindergarten students. It is excessively crucial to make them enthusiast to follow the classroom activity. As the result, they will be gratified to learn and pleased to be at school.

4. Establish a Nurturing Environment

Initially, when children just start going to school they do not immediately pleased to interact to the school community. They need time to adapt with the environment. Also, teacher usually finds some children using gesture to communicate. For example, they nod their head to express yes and shake their

head to express no. For sure, it is teacher's responsible to make them familiar to the learning circle.

This occurs when children begin to learn a new language, too. They are still strange to the language that is different from their first language. They need time absorbing the language. If they are forced to speak in the target language, they will feel stress (Gutiérrez, 2007). However, it can be solved by engaging children in a nurturing environment. A nurturing environment is a learning situation in which children learn the target language as natural as they learn their first language (Tinajero, 2001). Teachers need to consider some aspects in creating a nurturing environment, such as school and classroom environment and teaching strategies that they use to deliver the lesson.

A comfort classroom environment is highly important. Students will not please to learn if they do not feel convenient with the classroom sphere. For all that, a nice classroom environment can be achieved by providing a wide and colorful classroom. Bucholz and Sheffler (2009) stated that, they students need enough space to move throughout the classroom. Students, especially aged three until six years old are normally active learners. Hence, the classroom condition should be considered on their energetic movement like run and jump.

Moreover, according to Bucholz and Sheffler (2009), the classroom decoration; color choice is crucial in order to promote a sense of comfort. They informed that, instead red and orange, blue and green are better to make students feel calm. Espinosa and Magruder (2015) said that, it is also essential to display environmental print materials such as picture and to label goods that are available

in the classroom. The goods should be labeled in two languages (students' native language and the target language). By doing this hopefully it will make students familiar to the target language.

Refer to Espinosa and Magruder (2015), "emotionally warm and supportive classrooms convey to children that they are valued and cared for; each child is respected, understood, encouraged, and challenged". This is necessary to make students feeling exist in the classroom, in which, they are freely to express both their thought and their feeling. Children initially feel unfamiliar with a new environment; they are mostly being quiet and feeling unconfident. Therefore, the teacher should make them comfortable and stimulate them to participate in the classroom activities.

Kottler (1993, as cited in Bucholz & Sheffler, 2009) said, a teacher should be a good listener; giving attention when the students convey their ideas so that the students will do so to other people. It is purposed to build students' character that is respect each other. The teacher can ask other students to repeat what their friend said or to summarize it to prove whether the students already have that attitude (respect) or not (Church, 2006, as cited in Bucholz & Sheffler, 2009). Additionally, giving compliment and appreciation are also great ways to create a warm learning society (Bucholz & Sheffler, 2009).

C. Characteristics of Very Young Learners

According to Slatterly and Willis (2001, as cited in Yuksel, 2016), children aged 7-12 year old are called young learners and children under age 7 are called very young learners. They said it is necessary for teachers to use facial

gestures to support them in teaching process. Children are expressive; even when they cannot talk fluently but adults might know what they want to say by seeing their facial expression. It also occurs in teaching-learning process; when children do not understand the meaning of a word or a sentence, somehow they will know it by teacher facial expression.

However, facial expression is not the only way that supports teaching process. Intonation also has a big role in teaching. Some researchers conducted a research about flat versus expressive storytelling to young learners. The research involved a robot which has two styles to narrate a story. The first one is an expressive storytelling that used an intonation and emotion. The second one is a flat storytelling. Although the result shows children are enthusiast in listening to both of the storytelling, but they much like to listen the expressive style than the flat style (Westlund et al., 2007). It indicates that children will learn easily and comfortably if the teachers use facial expression and good intonation to convey the teaching materials.

Furthermore, according to the theory of multiple intelligences by Gardner (1983, as cited in Davis, Christodoulou, Seider & Gardner, 2011), human intelligence is a combination of inherited abilities and skills that can be developed in many ways through relevant experiences. It means all people have same intelligences with different level. These intelligences are: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, naturalistic, interpersonal, and intrapersonal (Gardner, 1999, as cited in Davis, Christodoulou, Seider & Gardner, 2011). A person who has dominant linguistic intelligence can acquire language

easily. Meanwhile for another person, it will take more time. However, both of them are capable to be an expert on what they focus on (Davis, Christodoulou, Seider & Gardner, 2011).

In addition, Piaget (1970, as cited in Yuksel, 2016), stated that children develop knowledge from engaging with the physical environment actively. They can learn by themselves through actions and explorations. It means, the more they have experiences, the more they gain knowledge. Thus, although many children go to Kindergarten while their first language is not capable yet, it does not mean they cannot learn a different language (Carvalho, 2005). It is possible to introduce them another language, too. Children will adapt to both languages; they will know when they should use both languages separately. For example, children will speak with their parents using the first language and speak to the teachers in another language.

Furthermore, kindergarten students typically have short span focus Gutiérrez (2007); teacher should be competent either to maintain students' attention or to retract their attention when they lose focus during teaching-learning process. The teacher can do some actions to ascertain if the students notice the study. For example, ask them a question and call their name when they seem not focusing on the learning process.

Before teaching children, it is significant to recognize children characteristics in learning. As mentioned by Roth (1998, as cited in Carvalho, 2005), the following are seven characteristics of very young learners:

- Children are children.
- Children are fun and enthusiastic.

- Children are energetic.
- Children are noisy.
- Children have imagination.
- Children like to use their sense as well as to speak.
- Children are quick – quick to learn and quick to forget!

In line with those characteristics, English language classroom for kindergarten students must be interesting. Teachers need to apply pleasant activities to avoid boring activities. The activities must be attractive in order to involve students easily and actively in the classroom. Therefore, children will be able to learn the language without feeling nervous or uncomfortable.

D. Teaching English to Very Young Learners

Children at the kindergarten stage are still in the silent period, a period “in which the learners should be exposed to extensive comprehensible input through listening and reading, as kind of input-based skills, until the time is appropriate for production” (Krashen, 1983, as cited in Alkilani, 2016, p.20). It is similar with babies; when they were introduced a language by their parents and the parents try to talk to them, then they will express all of words they heard by facial expression. Next, they will be familiar to the language and then start to imitate what the parents said. It means, listening first before speaking.

Experts have different opinion regarding an exact age to learn a language. The first is, a common opinion among experts which is “the younger the better”. They endorse this opinion since children at an early age will learn things rapidly, including new language. They believe it is simpler to make children become familiar with new language at an early age. They said “children’s potential is wasted if it is not being developed sufficiently at an early age” (Lojova, 2005, as

cited in Hanusova & Najvar, 2006, p.44). It means an early age is periods in somehow children should be provided with certain capabilities or other competences related to learning process. Therefore, parents should take this opportunity to educate and to teach children with things that will increase children cognitive and physical development. At this age children have not learnt many things yet and when they are taught a new thing they will learn it fast.

In addition, according to Gutiérrez (2007), children at Kindergarten age are less inhibited; they are highly curious about new things, keen to learn, and receptive. It means they do not have any barriers in learning a new language; what they have is all positive minds. Vice versa, adolescents and adults have many barriers in learning a new language such as bad experiences, anxiety, bashfulness, and etc. When children make mistakes in learning, people will not take it into account since they are children. It is quite different when adolescents and adults do the same thing, they will be shy and think they should not make many mistakes as they have already known how to read, write, and speak.

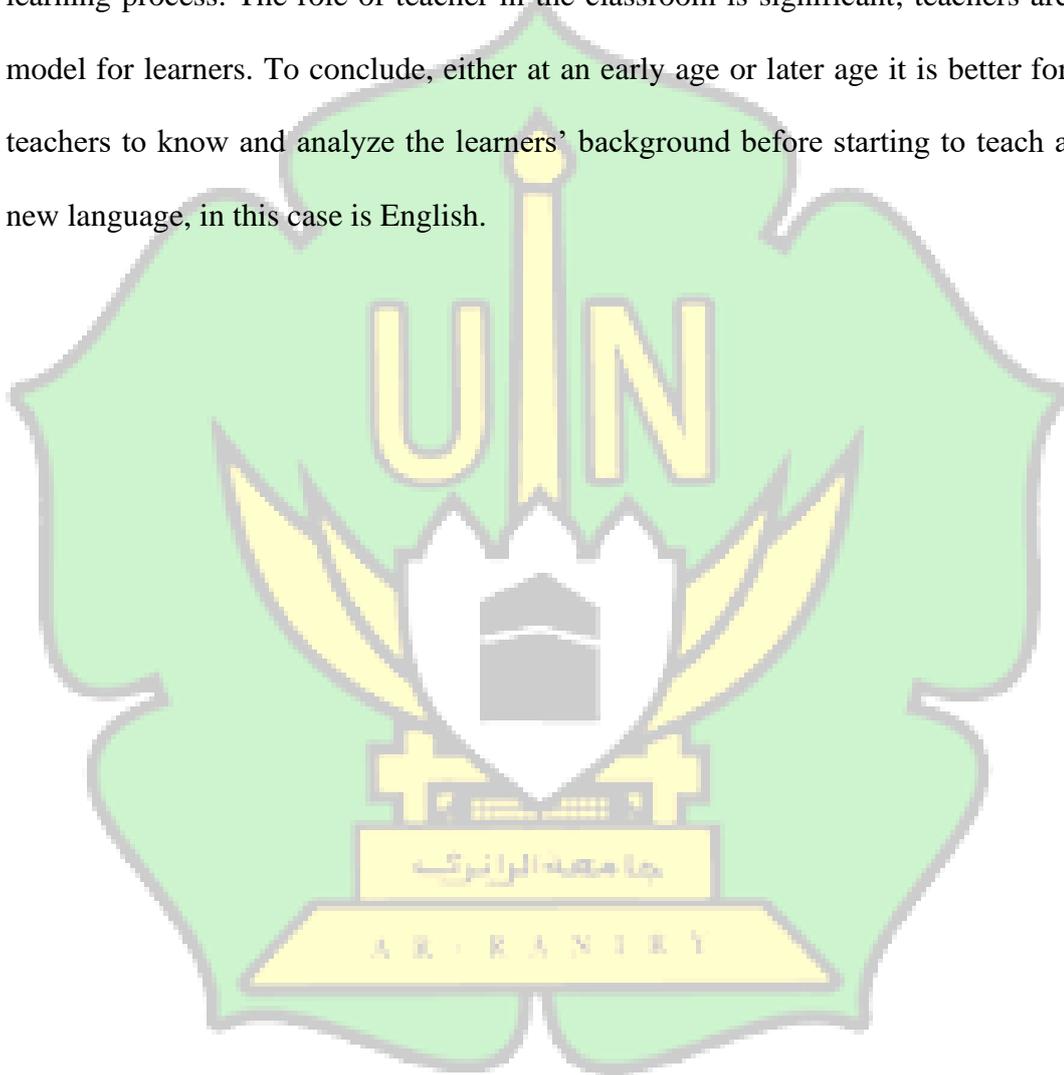
However, other experts also have a contradictory opinion. They hold on “later is enough”, that believed early age is time to play; they are apprehensive about cognitive (language) development that will disturb other aspects and functions, most important personal and emotional (Lojova, 2005, as cited in Hanusova & Najvar, 2006). Some people agree if children at an early age should spend time by having fun with toys and friends. It is a bit cruel to introduce them with new language since it is not a thing that they need to know at this age. Rather

than beginning to learn new language, to master their mother tongue is the most important for children in order to let them grow and develop naturally.

Apart of those opinions, there is another opinion that claim “it depends”, either early age or later has both positive and negative impacts (Lojova, 2005, as cited in Hanusova & Najvar, 2006). Every learner has different level of cognitive and different situation of environment; some learners can learn both of new language and their mother tongue at the same time, other learners are not (Lojova, 2005, as cited in Hanusova & Najvar, 2006). In fact, teachers should not deem all learners at the same cognitive level, for instance, there are children who start speaking at age six months and there are children who start speaking at age eight months, again, students who get ranking at range one to ten generally fast in learning than who get ranking under it. It points out that each child has different cognitive level.

Lojova (2015, as cited in Hanusova & Najvar, 2006) also stated, learners who live in the target language (new language) area have larger opportunity to acquire the language in a short period than who do not. When the learners live in the target language circles, they will use the language as often as possible. Certainly, it will help the learners to increase the target language faster. Like a slogan which sounds “practice makes perfect”; it is totally true, the more they speak, the more they accustomed to use the language. Eventually, they will master the language in a short time. It differs with the learners who only use the target language in school environment; they have a few chances to practice the language beyond that. Consequently, they require more time to master the language.

The other thing that influences the learners in learning a new language is teacher. The learners who are taught by teachers with a great qualification will be able to master the new language easily (Lojova, 2005, as cited in Hanusova & Najvar, 2006). It has been admitting that teachers' quality influences learners' learning process. The role of teacher in the classroom is significant; teachers are model for learners. To conclude, either at an early age or later age it is better for teachers to know and analyze the learners' background before starting to teach a new language, in this case is English.



CHAPTER 3

METHODOLOGY

A. Research Designs

There are three sorts of research designs that can be used when conducting a research, which are quantitative research, qualitative research, and mix methods research (Creswell, 2007). However, this study used qualitative method because it seeks to explore certain English language teaching strategies applied in Kiddos English School. The qualitative method is a process of research that involves questions and procedures, obtains the data directly in the participant's area, and analyzes them from specific to general themes (Creswell, 2007). Moreover, Creswell (2007) stated, there are some types of study in qualitative method, such as case study, phenomenology, grounded story, and ethnography. Nevertheless, this study is kind of a case study research.

B. Research Population and Sample

According to Alvi (2016), population is all participants who meet the particular criteria that will be involved in a research; it will help the researcher to find the sample of the research, which is the small number of a group or people that have been selected from the population of the research. There are two types of sampling method: probability and non-probability. The probability means the researcher chooses the participants randomly while the non-probability means the researcher selects the participants deliberately (Kothari, 2009).

Table 3.1***Students of Kiddos English School (KES)***

Students of KES	Age	Name of Class	Number of Students
Kindergarten A	4 years	Carrot	12 students
	old	Cherry	11 students
Kindergarten B	5 years old	Grape	11 students
		Mango	11 students
		Pineapple	11 students
Total students			56 students

In this research the population was fifty-six students and nine teachers at Kiddos English School (hereafter, KES). There were five classrooms in KES, which are two classes of Kindergarten A (students aged four years old); Carrot class and Cherry class, three classes of Kindergarten B (students aged five years old); Grape class, Mango class, and Pineapple class. Out of those five classes, only two classrooms of the exist amount that observed by the researcher: Grape class and Pineapple class. The classes were chosen by using non-probability sampling method. It was purposed to make the research merely focus to students who will entry Elementary school in the next year. Furthermore, there were four teachers interviewed by the researcher. Two of them were teacher in Grape class and Pineapple class, one of them who taught in Mango class, and the last one was the head master of KES. The researcher believed by interviewing four teachers of KES, the obtained data will be more accurate.

C. Data Collection and Research Instruments

Instrument is a tool to collect the data. In qualitative method, the instrument is more flexible (documents, focus group discussion, observation, individual interview), while in quantitative method the instrument is more rigid (questionnaire and survey as) (Mack, Woodson, MacQueen, Guest & Namey, 2005). It showed that the qualitative method is text-based, whereas the quantitative method is number-based. However, this study used the following two instruments:

1. Observation

Zohrabi (2013, p. 257) stated, “observation is a pre-planned research tool which is carried out purposefully to serve research questions and objectives”. It is a monitoring activity that used an observational paper which consisted of some check list activities that possibly occurred in the research setting. Creswell (2007) stated, during observation, the researcher does field notes and recording as well toward activity and behavior occurred in the research site.

As stated in Zohrabi (2013), there are two methods of observation: non-participant and participant, in the non-participant observation the researcher only records the classroom activities without being in the classroom, while in the participant observation the researcher will attend and observe the classroom activity directly. Perhaps in the non-participant observation teachers and learners will be more comfortable since there is no “stranger” among them, so that the teaching process will take place naturally. While, in the participant observation the researcher has a possibility to disrupt the teaching process, especially when the

participants are children. Nevertheless, in participant observation the researcher can see immediately how the teachers apply English language teaching strategy is and how the learners' reaction toward the classroom activity.

All in all, this research used participant observation in accordance with the research's purpose; discovering teaching strategies that apply in KES personally. Through this method, the researcher can watch the situation and interact with the participants directly. It is also an opportunity to build a relationship with the teachers before interviewing is conducted. Further, the researcher believes that the data gained from this method will be more trustworthy. This instrument is aimed to find the answer for the first research question of this study, which is "what kinds of strategies are applied in teaching English language at Kiddos English School?" The observation will be conducted for the two classes of TK B of KES for a week.

2. Interview

Interview is a direct asking activity between the researcher and the samples in order to gain the data. As stated in Masson (2002), it can involve one-to-one interaction or focus groups interview. The researcher can choose the appropriate one by considering some points such as the purpose of study and the time available. If the researcher wants to set up the interview privately, indeed one-to-one interaction is the convenient choice. Nonetheless, if the researcher aims to gain several different data in one time, sure focus groups interview is the proper choice. In addition, interview can transpire by face-to-face or over

telephone or internet (Mason, 2002). It is advantageous when the researcher and the samples are obstructed by long distances.

There are three types of interview namely: structured interview, semi-structured interview, and unstructured interview. The structured interview occurs when the interviewer uses a rigid format; the questions are prepared very well (Surbhi, 2016). Semi-structured interview is an interview in which the researcher prepares several questions and the researcher also eligible to add some questions for details information (StatisticSolutions, 2017). On the other hand, the unstructured interview is led without following a systematic procedure, so that the researcher is allowed to add and omit the questions (Kothari, 2009). It shows that this kind of interview provides a greater opportunity for the researcher to find more information than the structured interview.

Thus, in this study the researcher carried out a semi-structured interview towards four English language teachers, two of them who taught at the two classes that had been being observed, one who taught in other class, and the last was the head master of KES. The interview was led by one-to-one interview in order to let the interviewee speaks comfortably. It purposed to gain more accurate data in order to answer the second question of the study, that is “what are the constraints faced by teachers in applying several strategies in teaching English language?” Also, several main questions were prepared beforehand.

D. Data Analysis Procedures

Analysis procedures are a process to criticize and to evaluate the data that have been gained in order to derive a final result of a research. However, in this

qualitative research the data were analyzed by following steps that adopted from Creswell (2007), those steps are:

1. Organizing and preparing the data

After observing and interviewing is carried out, the first step to do to analyze the data is arranging the raw data; typing up field notes and transcribing interviews. There are three types of transcription: (1) verbatim transcription; transcribing the data without any reduction and including the background noise, every emotion, laugh, fillers, (2) edited transcription; omitting some parts of audio (emotions), and (3) intelligent transcription; focusing on the content, omitting all emotions, irrelevant words, and incorrect grammar (Speechpad Team, 2013). However, this research used intelligent transcription in which the researcher omitted some data from the audio without changing the meaning of recording. It eases the researcher to proceed the next step of analyzes.

2. Reading through all data to obtain general information

In this step the data that have been typed and transcribed was read attentively. It helps the researcher to comprehend the data and find generic information both of observation and interview transcriptions. It is important for the researcher to convince if the information is worth enough before going on to the next step. After all, the information was coded into particular groups.

3. Coding the data into several categories

To begin with, “coding is the process of analyzing qualitative text data by taking them apart to see what they yield before putting the data back together in a meaningful way” (Creswell, 2015, p. 156, as cited in Elliott, 2018). It means

coding is a step to classify various topics that frequently emerged on the extensive data as purpose to put them into some components. There are three types of coding: (1) open coding; a process of analysis concerned to categorize the data of the text, (2) axial coding; a process of relating open coding to each other, and (3) selective coding; a process of finding one category to be the core category, and relating all other categories to that category (Gallicano, 2013). Nonetheless, this study used open coding to analyze the data.

4. Describing and patterning themes

The next step to do is explaining the categories that obtained by doing open coding and forming them thematically. Moreover, these themes became the major findings of the research. Creswell (2007, p. 175) stated that, “they should display multiple perspectives from individuals”. It means the themes that derived from the data should exhibit various ideas of the existing data.

5. Representing and reporting the findings

After gaining some themes, the researcher showed and informed them narratively. In this part, some interview transcripts also delivered to strengthen the findings.

6. Interpreting and discussing.

This is the final step to analyze qualitative data of this research. Interpreting means the researcher construed and discussed the representing data broadly. Furthermore, the researcher correlated the data to certain theories from existing literature in order to compare the findings and other findings. It also helped to affirm the findings of the research.

CHAPTER 4

RESEARCH FINDING AND DISCUSSION

A. Research Finding

After conducting a research in Kiddos English School (hereafter, KES), there are seven teaching strategies were founded. They are: engaging learners in daily oral language activity, establishing a nurturing environment, playing games, storytelling, audio-visual, singing, and teaching face to face. Those strategies are often used by teachers at KES in teaching English for very young learners. Moreover, in applying the strategies there are four constraints faced by KES teachers which are: students' misbehavior, inconsistency of students' attendance, lack of parental involvement, and insufficient number of teacher. In this chapter, the research findings based on the obtained data (observation sheets and interview process) will be explained and discussed broadly. Thus, the selected interviewees are in initials of Ms. R, Ms. E, Ms. C, and Ms. S.

1. Strategies applied in teaching English language

a. Engaging learners in daily oral language activity

Initially, this strategy was founded by observing Pineapple class and Grape class. The researcher founded that teachers in KES attempted to deliver the lesson in English as much as possible. It was not surprising since KES is a bilingual school. Moreover, they teachers also gave command in English. For

example, when there was a student walked around during learning and then Mr. R said:

“Sit down, please!”

Next, when there was a learner tried to bother the other learners, the teachers directly reprimanded them by using English like:

“Don’t bother your friend. Sit nicely, please!”

It indicated that teachers in Pineapple class and Grape class accustomed their students to communicate in English. Additionally, both Ms. R and Ms. E did not only use English in teaching process, but also in interacting with the learners outside the teaching-learning process. For example, Ms. R talked to the learners during break time and asked them daily questions such as:

“What fruits do you like?”

“Why don’t you eat vegetable? It is good for your health”

The same thing was also done by Ms. E. She pushed the learners to speak English with her and with their friends as well. For instance, when there was a student asked her to open a bottle in Bahasa, Ms. E said:

“How to say it in English?”

Then she asked the student to say:

“Ms, open this please!”

Accordingly, the student said it and Ms. E opened the bottle. By this daily conversation, the learners become familiar with English language. Even though some students still looked shy to give response in English, but at least they understand what the teacher said.

b. Establishing a nurturing environment

A kindergarten should be an exhilarating place for children aged three until six years old. Here they start to socialize with older people besides their family and other children of the same age. It is also a place to introduce them to a formal education system. It is fruitful to help them wanted to school environment before starting primary school in the next day.

Kiddos English School seems concerned about the learners' enjoyment. It is proved by the learning environment which is colorful, spotless, and vast. The learners are freely running from room to room and enjoying schools facilities that provided by KES. Nevertheless, all activities are controlled by the teachers.

When Pineapple class was being observed, Ms. R looked enthusiast in teaching spelling to the learners. Also, she used a song to deliver the lesson. Ms. R was able to catch students' attention by applying this strategy. All learners were jubilant to follow the class activities. They did not realize that they were studying spelling and vocabulary at the time.

In addition, Ms. R appreciated students' work by giving them nice stickers and put them on students' hand and on assessment board, too. Assessment board is a board which is used to motivate students to engage zealously in the classroom. The board is attached on the wall so that the students can see their name and their achievement directly. Indeed, students who actively participate during the learning process will get more stickers on their name.

c. Playing games

Playing games is one of popular strategies among teachers who teach English for Kindergarten students. Whether the teachers use it to stimulate students before learning or even use it to convey the main materials, it always fits to very young learners. During interview section, Ms. R admitted that playing games also one of strategies that she mostly uses in her class. She said:

“The students are enjoy to play the game, when they are interesting in the game, and then, what is our objectives in teaching is achieved. Because they like it, they fun, they feel interested, then they will feel happy in study is good for us”

It meant playing games will build up students' motivation in learning so that the goals of teaching will easily attain. If the students feel glad, they will freely involve in the classroom activities and for sure it makes them simply to catch the lesson. Furthermore, Ms. R was also sure that by applying games in learning, it impacts to students' ability. She said:

“For the students' ability, if they are happy, so they will remember easily and they will remember for the long time...if they feel depress or stress they just remember it for the short time”

It implied that if the students are not pleased to learn, they will be in trouble to conceive the learning materials that are taught by the teachers. Thus, it is important to make the students enjoy so that they will feel happy to learn without feeling insecure. In addition, Ms. C stated that playing during learning is one of strategies that she used in teaching kindergarten students. She said:

“Of course playing during learning. Just let the kids have some fun in the class and we can teach them”

Ms. C believed that for kindergarten students playing is their nature. The kindergarten teachers should understand it. It is not proper to force kindergarten students to learn seriously. She said:

“Because basically, naturally, young learners, from zero to six, they just have to play. Do not burden them to study seriously, it is their characteristic”

Consequently, teachers in kindergarten should be creative to choose a fun teaching strategy, such as playing games to appeal the students to learn gladly. Another teacher that used games in teaching was Ms. S. She assumed that using some types of strategy will make the learning process become more efficient. It is because students will be disinterested if the teachers use the same strategy all the time. Ms. S said:

“I also use songs and games. If I only use audio-visual strategy, the students will be bored”

Hence, she considered that playing games is one of strategies that capable to make students not feel bored during the learning process.

d. Storytelling

Students at Kindergarten school like to listen to a story because they have a high sense of curiosity. Therefore, storytelling became one of strategies that Ms. R applied in her class. It is because kindergarten students like it. She said:

“...mostly use in my class is actually storytelling...they (students) like to listen to the story”

While observation was carried out, the researcher looked that all students sat calmly and listened to a story told by Ms. R. She was not using full English to tell the story. There was a moment when she translated some words or sentences

to Bahasa. Furthermore, when Ms. R used a puppet, the students became more passionate to listen to the story. It shows if equipment is crucial in teaching-learning process. It is profitable to increase students' learning interest. Eventually, this strategy generally success to make students engage in the classroom.

Moreover, Ms. R tried to attract the students by using facial and body gestures and a great intonation. The students perhaps do not know all meaning of the words, but in any case they are possibly to know what the teacher is trying to say. For example, when there was a sad part of the story, Ms. R pretended to cry, and when there was a happy part Ms. R put on a happy facial expression. Hence, storytelling is favored by children.

e. Audio-visual

Audio-visual is a teaching strategy that usually uses in teaching English. One of English language teachers that used this strategy in KES was Ms. S. She said:

"I usually use audio-visual strategy in teaching because audio-visual makes students feel interesting to learn English"

It means learning English by watching videos must be interesting for Kindergarten students. It is necessary to apply a teaching strategy that can make students interested in learning. Besides, there are a lot of English videos can be founded easily in this digital era. Moreover, according to Ms. S, audio-visual will support students to learn English. She said:

"...it also helps them to understand the materials"

The other benefit of using audio-visual strategy is it makes the students become familiar with English language directly from the native speaker. This is

also advantageous for teachers who are not confident to pronounce English language in teaching-learning process.

f. Singing

It is not easy to teach kindergarten students to be able to read English. The first step that teacher commonly uses in reading class is by teaching the students how to read alphabet in English. There are many ways to introduce English alphabet for English learners. However, Ms. R who taught in Pineapple class used singing to teach English vocabulary to the students. According to her opinion, kindergarten students like to sing a song and they do not feel forced to learn memorize the lesson. Ms. R said:

“...teaching vocabulary by singing makes the students can memorize the vocabulary easily...because they feel happy and they feel we are not study, it happens unconsciously”

This is how kindergarten should be. The children can learn and having fun at the same time.

g. Teaching face to face

Teaching Kindergarten 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. For Ms. E, teaching in front of the class makes students difficult to understand the lesson. Thus, she chose to teach the students face to face; the students sit in a circle and the teacher teach them one by one. She said:

“I choose a strategy in which children can stand alone. Rather than working in pair or group, I prefer students to work individually”

Accordingly, when she taught Math in Grape class, she preferred to sit close to the students, and then start to help them in accomplishing their tasks. Ms. E also said the reason why she preferred to teach the students face to face is:

“...sometime they are bothered by their friends”

It expressed that Ms. E hoped the teaching-learning process goes smoothly. She tried to prevent unwanted things happen since children are easy to lose focus. They tend simply disturbed by anything else around them. For sure it influences the teaching-learning process. Consequently, it is important for them to keep being supervised and accompanied by adults. Thus, this strategy is possible to decrease teachers' constraint in teaching process. Even though it probably takes a lot of time, but it is able to maintain students' focus in learning classroom.

2. The constraints faced by teachers in applying several strategies in teaching English language

a. Students' misbehavior

Children are cheerful; they like to do fun things whenever they want. Teachers who teach in Kindergarten school should know how to face all children that have different attitude. Ms. R said:

“Because every character of the students is different. Some of them are shy, some of them are talked active, and then some of them want to tell story and ask anything”

It indicated that kindergarten teachers have to find many ways to deal with all kinds of students. They should treat the students differently according to their personality. As Ms. E said:

“...because they have different character, so I will face them agree with their character”

It must not easy to meet and handle children in a classroom alone. There should be two teachers in a classroom so that the classroom will be more productive. Moreover, Ms. E also affirmed that students' misbehavior is one of difficulties that she faced in KES. She said:

"...each student has different behavior. Some of them learn quiet, but some of them more active. So, sometimes they disturb their friends, and we as a teacher need to manage the class to make an effective learning classroom".

It explained that it is challenging for kindergarten teachers to create a well-structured activity in the classroom. The teachers should consider students' behavior in providing learning activities. Although the students have different behavior, the teachers should be able to guide all students to follow the activities in the classroom. It is crucial to make all students interested to engage in the classroom activities. In addition, Ms. R stated another constraint in teaching kindergarten students is they are easily loss of focus. Ms. R said:

"When we tell the story and then they are not focus, so they cannot understand what we mean, then it is hard"

It showed that teachers in Kindergarten need more effort to maintain students' attention during the learning process. Kindergarten students are simply to feel bored. If they are bored, they will look anything else that they think interesting. In this case, they also potentially start bothering their friends. This usually occurs in kindergarten classroom. Nevertheless, kindergarten teachers are hoped can cope with this condition by applying suitable teaching strategies like singing and playing games; all students will actively involve in the learning activities and there is no chance for them to bother their friends.

In contrast, Ms. C thought students' misbehavior is not an obstacle in teaching English. She said:

“No. I believe every kid is unique. We cannot make a standard that all children must sit nicely and calmly. It is us, the teachers, who must be capable to lead them. I believe there are no naughty children”

According to her statement, Ms. C implied that the problem in teaching does not come from children. It is not the children who disrupt the teaching-learning process, in fact this is the teacher who cannot able to take over them. Furthermore, Ms. C believed that the obstacle in teaching English came from external factors. She said:

“It comes from other factors, such as family and environment”

It indicated that there is a relation between students misbehavior and students environment. Rather than saying the trouble maker, Ms. C preferred to say the sources of the trouble.

b. Inconsistency of students' attendance

Children get sick easily; their self-durability (endurance) is different from adolescent and adults. Certainly it influences their attendance in the classroom. The more often students absent, the more materials they leave. By perforce, the teachers should explain again the materials of the previous meeting in the next day so that all students can achieve the learning goals. On the contrary, some students will be bored if they learn the same thing over and over and other students will feel oppressed if they are forced to learn many materials in one day. Ms. S said:

“Because not all students come every day. For example, the students who are rare to attend school, then when they come to school they will be overwhelmed to follow the materials”

It indicated that children cannot learn a lot of things in a short time; they learn step by step. Therefore, it is not proper if the teachers compel them in learning. It can make them stress out. It is like force them to swim in deep water meanwhile they even cannot swim yet. Of course they will sink. Thus, the teachers should know how much lesson kindergarten students are able to learn in a day. The teachers should teach them slowly so that they will feel happy and enjoy learning.

c. Lack of parental involvement

Parents' encouragement is vital for children during their learning process. If the parents give less attention to their children education, it affects to children's mental. Children who are motivated by their parents generally have a great enthusiast in learning, while children who are less motivated by the parents commonly less interested in learning. Ms. E said:

"...another obstacle also comes from parents. Some parents do not really care about their children's development"

As Ms. S also said:

"...we, the teachers accustom the students to use English, but some parents do not understand it"

Not all parents are able to speak English even they do not know Basic English. When the children practice to speak English with their parents, the parents do not give the proper respond. It influences children's motivation and passion to practice English. There is no supported environment for them to use English in daily life except school. In addition, Ms. C also argued that parental

involvement some while become an obstacle in teaching-learning process. She said:

“There must be synchronization between home, school, and environment. I think it is sometimes become a barrier”

It showed that, parental involvement is extremely important towards children’s education. No matters how interesting teachers’ strategy in teaching English, if the parents do not contribute as well to their children’s education it is useless. Hence, it is a must for school and parents to build a strong relationship in order to cooperate in children education. Obviously, it will give a positive impact to students’ academic achievement.

d. Insufficient number of teacher

The number of teacher in teaching kindergarten school plays a significant role. One teacher in a classroom is quiet improper for kindergarten classrooms. It also becomes an obstacle in KES. As Ms. C said about the obstacle in teaching English at KES that is:

“Of course the administration itself, it is hard for me and also other teachers. They have to plan everything, and then teaching, and assessing at the same time, and also to capture the moment”

Ms. C hoped there will be two teachers in a classroom; one teacher focuses on teaching English and another one as an assistant. Also, Ms. C said:

“...the students need to feel that they are accompanied”

This is what kindergarten teachers supposed to be besides delivering knowledge since kindergarten students need to feel comfortable in learning. The teachers are not expected to leave the students alone. However, it will be a

challenge to the teachers to adjust themselves in the classroom if they are forced to do many things. Ms. C said:

“...I believe we should have some teachers to do that, so one teacher should focus to one duty only”

Thus, teacher quantity needs to be considered in order to create a better learning classroom. Nevertheless, Ms. C thought that an obstacle is a way to go success. She said:

“...I think an obstacle is a challenge to achieve a success”

What she meant was the teachers should struggle to provide a great teaching-learning process environment as possible as they can. However, it is better if one teacher merely focus to one duty. It makes the teachers better at carrying out their duty, especially in teaching. It is also good for the students to get a sufficient attention from the teachers during learning process.

B. Research Discussion

Based on the observation and semi-structured interview conducted on December 4th – 7th 2018 at Kiddos English School, exactly in Pineapple class and Grape class, the researcher found that, there are seven strategies mostly applied by teachers in Kiddos English School. These strategies are: engaging learners in daily oral language activity, establishing a nurturing environment, playing games, storytelling, audio-visual, singing, and teaching face to face. On the other hand, four constraints in practicing the strategies were also discovered, which are: students' misbehavior, inconsistency of students' attendance, lack of parental involvement, and insufficient number of teacher. Thus, the finding will be discussed based on the research question of this study.

1. What kinds of strategies are applied in teaching English language at Kiddos English School?

To start with, almost of all founded strategies are also founded by other researchers in the previous studies except teaching face to face, a teaching strategy in which all students sit in a circle and teacher starts to teach them one by one. This strategy was implemented by one of KES teachers in order to maintain students' focus and decrease students' misbehavior (disturbing other students) during learning process. Furthermore, engaging learners in daily oral language activity is a teaching strategy that founded by Tinajero (2001). She said that providing some activities that increase students to speak English is a great way to develop students' English skill. In addition, Wagner (2011, as cited in Rosita, Apriliaswati, & Sumarni, 2012) argued that children cannot learn language in isolation. It means that, it is crucial to motivate students to speak English at school as often as possible.

Children at Kindergarten stage 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 KES did in teaching 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. Therefore, they should use it to communicate with people around them.

The next strategy is establishing a nurturing environment which was also promoted by Tinajero (2011). In her research, she said that teachers need to create an environment which students can learn the target language as natural as they

learn the first language. For example, the school environment is comfortable, the learning process is enjoyable, the teachers are capable, and the learners are happy in following the learning process. After conducting an observation both in Pineapple class and Grape class, the researcher found that KES unconsciously applied this strategy. As one of favorite kindergartens in Banda Aceh, the school has more than enough facilities to establish a nurturing environment. The teachers also used many types of teaching strategy to make the learning process interesting. Moreover, although this is a bilingual school but the students were not forced to speak in English. There is no punishment if they talk using their mother tongue. Gutiérrez (2007) stated that, if we force children to speak in the target language, it will make them feel stressed. Therefore, this strategy is important to be implemented in English language classroom in order to create a fun English language classroom.

Furthermore, the other teaching strategies such as playing games and singing are frequently used in Kindergarten school, including in KES. The teachers said that kindergarten students are glad when they are invited to play and sing. They will participate in the classroom actively without feeling uncomfortable. Accordingly, they will be more confident to express themselves in the classroom. They also can learn and memorize English vocabularies easily through these strategies. Therefore, these strategies can simply increase students' engagement in the classroom (Tinajero, 2001). In addition, Rosita, Apriliaswati, and Sumarni (2012) stated that storytelling using puppet is one of interesting activities for kindergarten students. Therefore, this strategy is well-known among

Kindergarten teachers. The teachers said that the students like listening to a story and it is succeed to make them feel happy in the classroom. Also, it is useful to improve students listening skill.

In addition, the seven English teaching strategies applied in Kiddos English School have a positive impact to the students and the school as well. The strategies make students enjoy learning English. Most of them are actively involved in classroom activities and brave to deliver their idea during the learning process. They also easily motivated to practice English while interact with their friends and teachers. Thus, it causes Kiddos English School become one of favorite kindergarten schools among parents in Banda Aceh.

To conclude, although there are many appropriate English teaching strategies can be applied in Kindergarten classroom, the more proper one that should be used to achieve the goals of English language classroom is engaging learners in daily oral language activity. This strategy makes students more familiar to English language by listening and speaking the language as often as possible. It encourages students to interact with their friends and teachers. Hence, it can easily increase students' English skill.

2. What are the constraints faced by teachers in applying several strategies in teaching English language?

In general, kindergarten classroom is usually noisy. Most of children like running, jumping, and chatting. They also like playing with their friends. On the contrary, some of kindergarten teachers considered those all as a constraint in teaching-learning process. They are overwhelmed to up against this problem. It will be easier if the students know time to play and time to learn. However,

playing and learning cannot be separated for kindergarten students. As stated by Roth (1998, as cited in Carvalho, 2005), enthusiastic, energetic, noisy, and like to speak are children characteristics. It makes kindergarten teachers should struggle to manage the students during the teaching-learning process. Therefore, teachers in KES provided a reward for the students who succeeded accomplish their task and for those who have a good behavior during the learning process. The reward was purposed to appreciate the students. Somehow, it is also advantageous to make the students more attractive in learning.

Furthermore, to handle students' misbehavior in learning classroom, kindergarten teachers can apply a strategy that used by Ms. E in Grape class; teaching face to face. It will make the students more focus to learn English. Besides, parents' involvement in children education also influences students' academic achievement. Tinajero (2011) said 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 effect 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) stated that, parental involvement has also been related to fewer attendance issues and fewer behavioral problems in students. The children will be more enthusiastic and confident in learning when they are supported by their parents. In conclusion, parents' participation in children education is vital.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

This research has demonstrated some of strategies applied in teaching English language for very young learners at Kiddos English School (hereafter, KES). The strategies are: engaging learners in daily oral language activity, establishing a nurturing environment, playing games, storytelling, audio-visual, singing, and teaching face to face. The seven strategies were applied because they are proper strategies for kindergarten students. They fit to children's character and children's learning style, too. As we know that, learning by playing is one of children's learning principles. It leads kindergarten teachers should provide fun teaching strategies to convey English lesson. Furthermore, kindergarten is a place where children can learn and enjoy their childhood at the same time. Thus, KES teachers applied these seven strategies to teach English for their students.

Apart from the strategies that KES teachers provided in teaching English, there were some difficulties that they faced in applying them, which are: students' misbehavior, inconsistency of students' attendance, lack of parental involvement, and insufficient number of teacher. From the difficulties, it can be stated that teaching English for very young learners is not simple. The English materials for kindergarten students are perhaps easy, but to deliver the materials to the students is a challenging. The teachers should know how to inform the lesson in order to

make the students can readily understand it. It encourages kindergarten teachers to be more patient and creative to deal with the constraints in English teaching classroom.

B. Recommendations

Recently, people can find lots of kindergarten and courses that provide English language for children. Therefore, the researcher would like to give some recommendations for the following communities:

1. English language teachers

As English language teachers, particularly who teach English for kindergarten students, it is crucial to provide English teaching strategies that can attract students' attention and interest in learning English. It is better if the teacher can analyze students' characters first in order to find what teaching strategies are appropriate to be implemented in the classroom. Furthermore, the teachers should be patient in delivering English lesson and be wise in facing all students that have different characters. Moreover, the teachers should be more creative to teach kindergarten students since to maintain their attention in learning is quiet difficult.

2. Kindergarten schools

Learning English language for children is not easy. Children perhaps interest to learn a new thing, but not all children have the same interest and capability. On that ground, it is better for kindergarten schools to provide competent English language teachers who are love children and recognize children's characteristics as well. If the teachers know how to teach English for

very young learners, it will ease the children in learning English. In addition, it will be better if the English teachers graduated from English language major due to they already have basic skills in teaching English language.

3. English language department

The researcher would like to suggest English language department to provide an opportunity for English language students to do internship in kindergarten schools. It probably will help several students who are interested in teaching English for very young learners to experience and implement their knowledge directly in real life.

4. Further researchers

Since this research focused on investigating English language teaching strategies and the constraints in applying them, the researcher will recommend the next researchers to find out how to deal with the constraints in teaching English language for very young learners. Moreover, it will be more interesting if the research population more than one school in order to obtain more English language teaching strategies. It is also valuable if the next researchers can gain the difficulties that children face in learning English. In brief, it will be great if the further researchers can discover more topics that relate to teaching English for very young learners.

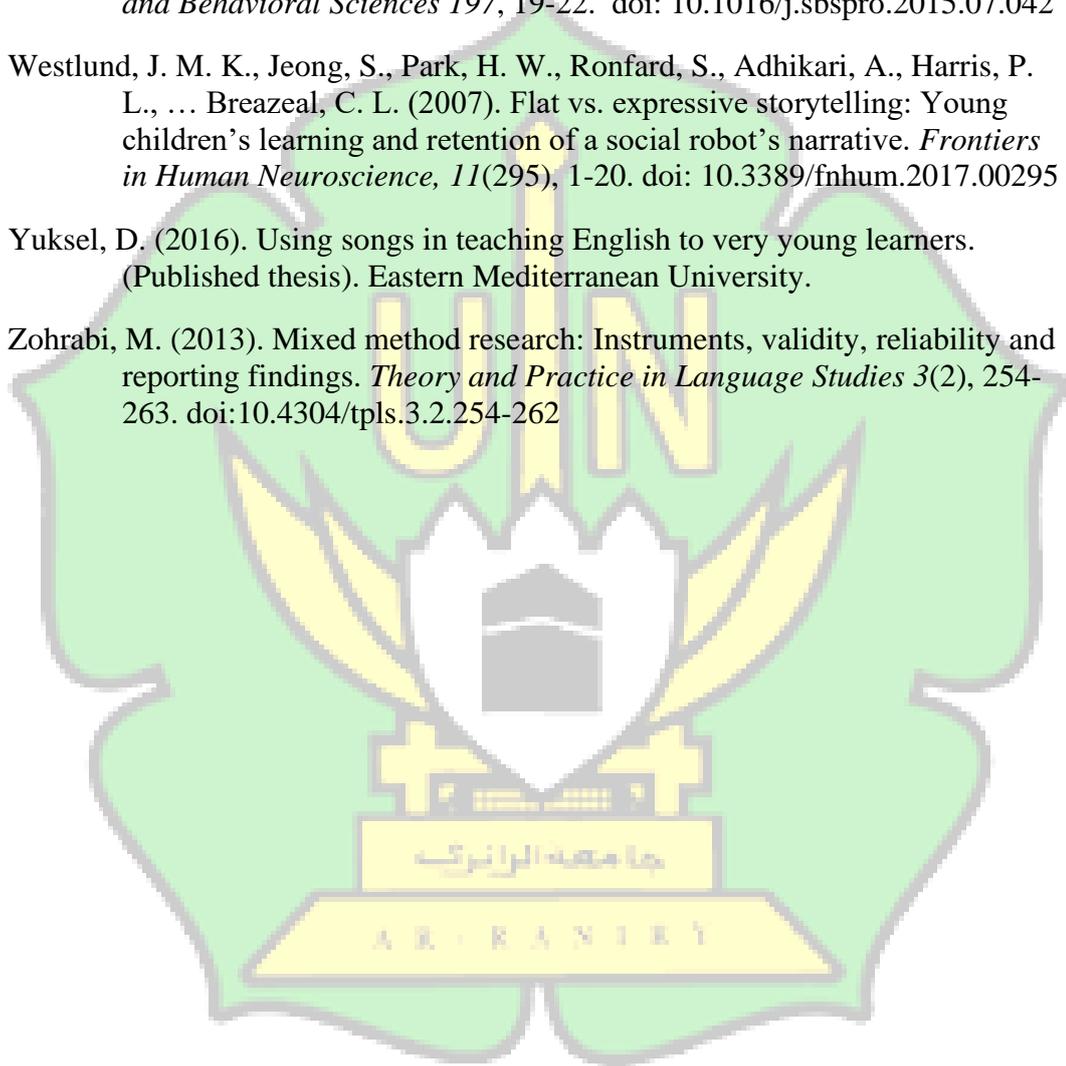
REFERENCES

- Alkilani, Y. G. (2016). Kindergarten English teachers' perceptions of teaching listening strategies, assessment strategies and the obstacles they face. (Published thesis). United Arab Emirates University.
- Alvi, M. (2016). A Manual for selecting sampling techniques in research. (Paper). Iqra university: Karachi
- Bucholz, J. L & Sheffler, J. L. (2009). Creating a warm and inclusive classroom environment: Planning for all children to feel welcome. *Electronic Journal for Inclusive Education*, 2 (4), 1-13.
- Carvalho, R. C. (2005). A teacher's discourse in EFL classes for very young learners: Investigating mood choices and register. (Published thesis). Federal Univeristy of Santa Catarina: Brazil.
- Chuang, M. (2001). Teaching and learning English in kindergartens in Kaohsiung. (Dissertation). The University of Bielefeld: Germany.
- Cole, M. (2008). The importance of parental involvement in language acquisition and activities and techniques to enhance the home-school connection. *Independent Studies and Capstones*. Paper 347. Program in Audiology and Communication sciences. (Published thesis). Washington University School of Medicine.
- Creswell, J.W. (2007). *Research design* (3rd ed.). Los Angeles: SAGE Publications.
- Davis, K., Christodoulou, J., Seider, S., Gardner, H. (2011). The Theory of Multiple Intelligences. In: Sternberg RJ, Kaufman SB Cambridge Handbook of Intelligence. Cambridge University Press: New York.
- Dolzhykova, O. (2014). Teaching English through storytelling to young learners. (Published thesis). Oslo University: Norwegia.
- Elliott, V. (2018). Thinking about the coding process in qualitative data analysis. *The Qualitative Report*, 23(11), 2850-2861. Retrieved from <https://nsuworks.nova.edu/tqr/vol23/iss11/14>
- Espinosa, L. M., & Magruder, E. S. (2014). "Practical and proven strategies for teaching young dual language learners" In *getting it right for young children from diverse backgrounds: Applying research to improve practice with a focus on dual language learners*, 2nd ed., edited by L.M. Espinosa, 76-113. Upper Saddle River, NJ: Pearson.

- Finlinson, A.S. (2016). Second language teaching in the ESL classroom: The role of the teacher. (Portfolio). Utah State University: Utah, United States.
- Ford, K. (2010). 8 Strategies for preschool ELLs' language and literacy development. Retrieved from: <http://www.ldonline.org/article/36679/>
- Gallicano, T. (2013). *An example of how to perform open coding, axial coding and selective coding*. Retrieved from <https://prpost.wordpress.com/2013/07/22/an-example-of-how-to-perform-open-coding-axial-coding-and-selective-coding/>
- Guevara, D. C & Ordonez, C. L. (2012). Teaching English to very young learners through authentic communicative performances. *Colomb. Appl. Linguist. J*, 14(2), 9-23.
- Gupta, A., & Lee, G. L. (2015). Dialogic teaching approach with English language learners to enhance oral language skills in the context areas. *International Journal of Language and Linguistics*, 2(5), 10-17.
- Gutiérrez, M. P. (2007). Foreign language (English) and its didactics. Murcia: Diego Marin.
- Hanusova, S & Najvar, P. (Eds.). (2006). *Foreign language acquisition at an early age*. Proceedings from the conference organized and hosted by Faculty of Education. Masaryk University: Brno, Czech Republic.
- Hellendrung, A, M. (2013). English language learners: Effective teaching strategies, classroom environment and technology tool use. (Published thesis). University of Wisconsin-Stout: United States.
- Heroman, C., & Copple, C. (2006). *K today: Teaching and learning in the kindergarten year* (1st ed.). Washington, DC: National Association for the Education of Young Children.
- Humlíčková, B. (2015). English language course for preschool children. (Published thesis). Masaryk University: Czech Republic.
- Ikawati, Y. (2017). Children's cognitive development and VAK learning styles: Teaching strategies for young learners. Proceedings of the 2nd TEYLIN International Conference (pp.214-223). Semarang State University: Semarang.
- Internet World Stats. (2018). *Top ten internet languages - World internet statistics*. Retrieved from: <https://www.internetworldstats.com/stats7.htm>
- Kothari, C.R. (2009). *Research methodology: Methods and techniques* (2nd ed.). New Delhi: New Age International Publishers.

- Mack, N., Woodsong, C., MacQueen, K. M., Guest, G. & Namey, E. (2005). *Qualitative research methods: A data collector's field guide*. North Carolina: FLI USAID.
- Mackley, S. R. (2009). Kindergarten peer-assisted learning strategies with English language learners: An empirical dissertation. PCOM Psychology Dissertations.
- Madrinan, M. S. (2014). The use of first language in the second-language classroom: A support for second language acquisition. *Gist Education and Learning Research Journal*, (9), 50-66.
- Mapp, K. L. (2003). Having their say: Parents describe why and how they are engaged in their children's learning. *School Community Journal*, 13(1), 35-64.
- Marcellino, M. (2008). English language teaching in Indonesia: A continuous challenge in education and cultural diversity. *TEFLIN Journal*, 19(1), 57-69.
- Mason, J. (2002). *Qualitative researching* (2nd ed.). London: SAGE Publications.
- McDowell, K., Jack, A., & Compton, M. (2018). Parent involvement in pre-kindergarten and the effects on student achievement. *The Advocate*, 23(6), 1-24.
- Rosita, D., Apriyati, R., & Sumarni. (2012). Introducing English to Kindergarten students through storytelling with puppet: A classroom action research on the Kindergarten students B of Al-Azhar school Pontianak. Tanjungpura University: Pontianak, Indonesia.
- Saputri, A. (2015). Teaching strategies of English teacher at moving class (Lintas Minat) of SMAN 5 Banda Aceh. (Unpublished thesis). Ar-Raniry Islamic State University: Banda Aceh.
- Speechpad Team. (2013). *Types of transcription*. Retrieved from <https://www.speechpad.com/blog/types-of-transcription>
- Statista. (2018). *The most spoken languages worldwide (native speakers in millions)*. Retrieved from: <https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/>
- StatisticsSolutions. (2017). *Choosing an interview type for qualitative research*. Retrieved from: <https://www.statisticssolutions.com/choosing-an-interview-type-for-qualitative-research/>
- Surbhi, S. (2016). Difference between structured and unstructured interview. Retrieved from <http://keydifferences.com/difference-between-structured-and-unstructured-interview.html>

- The Ministry of Education & Culture Republic of Indonesia. (2014). *Regulation of the ministry of education and culture Republic of Indonesia number 64 year 2014 about specialization in secondary education*. Retrieved from: http://simpuh.kemenag.go.id/regulasi/permendikbud_64_14.pdf
- Tinajero, J. V. (2001). *Strategies to support Ells in mainstream classrooms*. The University of Texas: El paso, United States.
- Uysal. N.D., & Yafuz. F. (2015). Teaching English to very young learners. *Social and Behavioral Sciences* 197, 19-22. doi: 10.1016/j.sbspro.2015.07.042
- Westlund, J. M. K., Jeong, S., Park, H. W., Ronfard, S., Adhikari, A., Harris, P. L., ... Breazeal, C. L. (2007). Flat vs. expressive storytelling: Young children's learning and retention of a social robot's narrative. *Frontiers in Human Neuroscience*, 11(295), 1-20. doi: 10.3389/fnhum.2017.00295
- Yuksel, D. (2016). *Using songs in teaching English to very young learners*. (Published thesis). Eastern Mediterranean University.
- Zohrabi, M. (2013). Mixed method research: Instruments, validity, reliability and reporting findings. *Theory and Practice in Language Studies* 3(2), 254-263. doi:10.4304/tpls.3.2.254-262



Appendix A

Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-9375/UN.08/FTK/KP.07.6/06/2019

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

DEKAN FAKULTAS TARBİYAH 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-11430/UN.08/FTK/KP.07.6/11/2018** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan 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 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 Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 12 Desember 2017
- MEMUTUSKAN**
- Menetapkan
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-11430/UN.08/FTK/KP.07.6/11/2018** tanggal 01 November 2018
- KEDUA : Menunjuk Saudara:
1. Dr.phil. Saiful Akmal, S.Pd.I., M.A Sebagai Pembimbing Pertama
2. Yuliar Masna, S.Pd.I., M.TESOL Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Lianita Nasution**
NIM : **140203109**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Exploring English Language Teaching Strategy for Very Young Learners (A Study at Kiddos English School)**
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA : 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: 26 Juni 2019

An. Rektor
Dekan



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.

Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 11738 /Un.08/TU-FTK/ TL.00/11 /2018

08 November 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

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 : Lianita Nasution
N I M : 140 203 109
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Perdamaian, No.40, Batoh, Kec. Lueng Bata, Banda Aceh

Untuk mengumpulkan data pada:

Kiddos English School

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

Exploring English Language Teaching Strategy for Very Young Learners (A Study at Kiddos English School)

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



Ar. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

Kode 8708

Appendix C

Confirmation Letter from Kiddos English School



Jl. Daud Beureueh No. 43 Banda Aceh, Telepon : (0651) 6300652
email: Kiddosbanda2@gmail.com

Banda Aceh, 15 Juli 2019

Nomor : S-002/KES/VII/2019
Lampiran : -
Perihal : Penelitian An. Lianita Nasution

Assalamualaikum Wr. Wb
Sehubungan dengan surat saudara nomor : B- 11738/Un.08/TU-FTK/TL.00/11/2018 tanggal 8 November 2018,
dengan ini menyatakan bahwa :

Nama : Lianita Nasution
NIM : 140203109
Program Studi/Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Alamat : Jl. Perdamaian, No. 40, Batoh, Kec. Lueng Bata, Banda Aceh

Telah selesai mengadakan **PENELITIAN** pada tanggal 4 s/d 7 Desember 2018 dalam rangka penyusunan skripsi yang berjudul :

" Exploring English Language Teaching Strategy for Very Young Learners (A Study at Kiddos English School)

Demikian surat keterangan ini dibuat agar dapat dipergunakan seperlunya.

Mengetahui,
Kepala Sekolah Kiddos English School



(Wendy Juliasari, S.H., M.H.)

Appendix D
Observation Sheet

Date:

Time:

Class:

Number of Students:

Name of Teacher:

Lesson:

	poor	adequate	good	Comments
Personal qualities:				
Rapport with students				
Audibility				
Clarity of diction				
Speed				
Command of English:				
Pronunciation				
Intonation				
Vocabulary				
Fluency				
Performance in class:				
Organization of activities				
Distributing teacher/student talking time				
Ways of involving the class				
Handling errors				
Monitoring pair and group work				
Teacher movement and gestures				

Evaluating student work				
Teaching skills:				
Warm-up				
Presentation				
Follow-up				
Clarity of instructions				
Using textbook/ supplementary materials				
Teaching strategies:				
Reacting to anything unexpected				
Engaging learners in daily oral language activity				
Establishing a nurturing environment				
Maintaining motivation				
Pacing				
Questioning				
Planning ahead based on what happens in class				
Drawing				
Using games				
Using first language				
Using aids, equipment				
Using time effectively				

Teacher talk and action	Learner response

General comments of the observer:

Adopted from:

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&cad=rja&uact=8&ved=2ahUKEwizrZu mvsLeAhVRcCsKHZSPCEsQFjAHegQIBxAC&url=http%3A%2F%2Fwww.ektf.hu%2F~mako%2Fdata%2FM A -CLASSROOM%2520OBSERVATION%2520SHEET%2520for%2520teachers.doc&usg=AOvVaw3ptk1Je4-yEPJsxoeLi6KH>



Appendix E

List of questions for interview

Name :

Education :

Regulation : in interviewing, the questions can be expanded and omitted by participants' response.

1. Why do you teach English?
2. Why do you decide to teach English for very young learner?
3. How long have you been teaching English for very young learner?
4. Do you use module in teaching English?
5. Who designs the material?
6. What kind of strategies do you apply in teaching English?
7. Why do you choose the strategy?
8. How do you apply the strategy?
9. Does the strategy help you in teaching English?
10. Does the strategy have a big impact to the students' ability? How?
11. What are obstacles that you faced in using the strategy?
12. Based on your opinion, why the obstacles occur?
13. How do you cope with the obstacles?
14. What do you do to prevent the obstacles occur?
15. Do you have any comment for the strategy?

Adopted from: Munzaki (2016) and Saputri (2015).

Appendix F
Observation sheet results

Date: December, 4th 2018

Time: 10.30-11.30

Class: Pineapple

Number of Students: 11

Name of Teacher: Ms. R

Lesson: Alphabet

	poor	adequate	good	Comments
Personal qualities:				
rapport with students			✓	
audibility			✓	
clarity of diction			✓	
Speed			✓	
Command of English:				
pronunciation			✓	
intonation			✓	
vocabulary			✓	
fluency			✓	
Performance in class:				
organization of activities			✓	
handling errors			✓	Directly
monitoring pair and group work	✓			No pair and groupwork
teacher movement and gestures			✓	
evaluating student work			✓	
Teaching skills:				

warm-up			✓	
presentation			✓	
clarity of instructions			✓	
using textbook/ supplementary materials			✓	
Teaching strategies:				
engaging learners in daily oral language activity			✓	Sit down please, stop crying, don't bother your friend, sit nicely please, what fruits do you like? Why don't you eat vegetable? It is good for your health.
establishing a nurturing environment			✓	
maintaining motivation			✓	
questioning			✓	
drawing	✓			
using games			✓	
using first language			✓	
using aids, equipment			✓	
using time effectively			✓	

Teacher talk and action	Learner response
<ul style="list-style-type: none"> - Trying to give instructions in English - Encouraging students to speak English in 	<ul style="list-style-type: none"> - Students understand and follow the instructions. However, they responded by using their native language. - The students try to use their English skill when the teacher asked them. (Ms, open this (tumblr) please!

daily conversation (when there was a student spoke in Bahasa, she asked to say it in English; how to say it in English?)

- The teacher used puppet as a medium to do storytelling

- The students looked interested to listen the story

General comments of the observer:

The teacher is very enthusiast in teaching. It causes the students motivation to learn, too. Also, the students always try to respond the teacher's instruction in English. This is an active classroom. Everyone looks enjoy. Some students use English to interact with their friends, while some students are shy to express either their thought or feeling in English.

Adopted from:

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&cad=rja&uact=8&ved=2ahUKEwizrZumvsLeAhVRcCskHZSPCEsQFJAHeGQIBxAC&url=http%3A%2F%2Fwww.ektf.hu%2F~mako%2Fdata%2FMA-CLASSROOM%2520OBSERVATION%2520SHEET%2520for%2520teachers.doc&usg=AOvVaw3ptk1Je4-yEPJsxoelI6KH>



Appendix G

Interview transcripts

Interviewee 1

Name : Ms. R

Education : English Language Education Department

Regulation : in interviewing, the questions can be expanded and omitted by participants' response.

1. Why do you teach English?

R: Because on my Senior High School I love English very much, and then, when I graduated from Senior High School I choose to have college in English.

2. Why do you decide to teach English for very young learner?

R: Actually when I am in college and I take the course of English for young learners, then my lecturer said, "You are very appropriate to teach English for young learners", then I said, "No, I don't like to teach young learner". Then, when I graduated from Syiah Kuala University, I find myself stuck here. Then, actually I teach for the Bimbel (course) and then one of my friends asked me, "Would you like to join in this class morning?" And then, actually I cannot teach English young learners, and then she said, "Just try and then we will see if you are capable or not". And then, when I start to teach here and then I feel I am appropriate here, I like to teach young learners.

3. How long have you been teaching English for very young learner?

R: Teaching English for young learners maybe....I graduated from Syiah Kuala University at 2012, then I already teach six years, maybe.

4. Do you use module in teaching English?

R: Yes, of course. We have what we called RPH. It is like lesson plan.

5. Who designs the material?

R: Of course the teacher. Every teacher designs the materials and then, in a year we collect together and then we decided what time that we use for the theme. For example, in August, we use "Myself", and then we design the material for all of the teacher for one year, then, we will use in every month. For example, this month we talking about tree actually, kind of tree, it is a part of plant.

6. What kind of strategies do you apply in teaching English?

R: Actually to teach young learners in English there are so many strategies that you can use, for example you can use singing a song, a picture, you can watch, you can play the game, then you can storytelling of course.

Additional question

The researcher: From the strategies, which one do you mostly use?

R: Mostly use in my class is actually storytelling, then games.

7. Why do you choose the strategy?

R: Because I think the students are enjoy to play the game and then they like to listen the story.

8. Does the strategy help you in teaching?

R: Of course, because when they are interesting in the game, and then, what is our objectives in teaching is achieved. Because they like it, they fun, they feel interested, then they will feel happy in study is good for us.

9. Does the strategy have big impact to students' ability?

R: Yes. For the students' ability, if they are happy, so they will remember easily and they will remember for the long time, so it will come to maybe for the long term memory, because they feel happy and they feel we are not study,

it happens unconsciously, then, when they feel happy and they feel not study, so it will come to the long term memory not on the short term. But, if they feel depress or stress they just remember it for the short time.

10. What are obstacles that you faced in using the strategy?

R: Of course. For example, when we use games, for the first time actually they have to understand the instruction. If they do not understand the instruction, our objective cannot achieve. Then, for the story itself, when we tell the story and then they are not focus, so they cannot understand what we mean, then it is hard.

11. Based on your opinion, why the obstacles occur?

R: Because every character of the student is different. Some of them are shy, some of them is talk active, and then some of them is want to tell story and ask anything, but if we have the strict rule actually they can focus.

12. How do you cope with the obstacles?

R: when they are not focus, actually I will tell them the rule. The important thing is the rule. For example, in my class I have five rules. They have stay focus, sharing, taking turn and then say the good word. If they are not focus, and I will tell them, "Ok, remember the rules. If you are not focus, you will get what". In our school itself, we have rule that if they do the good work they will get the reward, but if they do not do well, so they will get like a punishment, but we do not tell this the punishment but time out, because in our school we have BCCC center. We have a punishment and reward. The time out itself is like this, if the student do wrongly, maybe hit her friend or what, and then they have to stay away from their friend for maybe three minutes and then they have to stand up or sit down in the corner, and then they cannot play, they cannot join the study or whatever the activity. Then after the three minutes over, the teacher will ask, "What is your mistake? Why the teacher time you out?" and then they will reflect to herself, and then said "I hit my friends".

Then, if she can answer the teacher's question and if she feels regret and the teacher will allow her to play a game.

13. What do you do to prevent the obstacles occur?

R: Of course with the rule. Before we study, we have the rule, before we go upstairs we have the rule. So, if they follow the rule, there is no obstacle.

14. Do you have any comment for the strategy?

R: I think games is good for the children, because in our curriculum itself, for the playgroup, we cannot call it study, for the playgroup, study through playing, so game itself is very good for the strategy.

Additional questions

The researcher: Do you think facilities influence the study?

R: Of course. If we do not have any facility or we do not have any instrument to teach, it is really hard. For example, when I want to say one word, and then I have to show the object, I have to demonstrate the object. If we do not have any facility, it is really hard. For example, when I want to say about bee, and then I have no picture, I have no object, so it is really hard. They cannot imagine. The student is hard to imagine, so facility is very important.

The researcher: What kind of facilities do you frequently use?

R: Sometimes I use picture, and then video, because video is interesting. They can listen the sound also, and then the object itself.

The researcher: As I know, this school has many centers. What are they?

R: IT and Library, Religion, Pre-reading English, Pre-reading Indonesian, and then Arts, Music, Nature, Role Playing, Culinary, Swimming class, Lego and Blocks, Preparation (writing and counting).

The researcher: Is there any training program for teacher?

R: Of course. We have training program for the teacher every one month. We will invite the lecturer from Syiah Kuala University to give the material. This month we will have a training of course about writing report.

The researcher: Does the rule of family important for students? How often the teacher reminds the parents?

R: Yes, actually we have communication book that we give one week. On Friday we will give and then on Monday the parent will give back the book. Then, we will report all of the students' development in that book. If the parents care enough to the children, they will give the comment also on the communication book or maybe they will ask me directly, "Ms. R, how about my kid? How was the development?" There is the communication there. But, for the parents that do not care for the children, I still remind the parents, "Mom, your kid like this". I give the report every time to the parents, so they will aware to the children.

Interviewee 2

Name : Ms. E

Education : English Language Education Department

Regulation : in interviewing, the questions can be expanded and omitted by participants' response.

1. Why do you teach English?

E: Because it is proper for woman. My background study also English language, so I decided to be an English teacher. If we teach, we will keep improving our knowledge.

2. Why do you decide to teach English for very young learner?

E: Because I am a mother. I have kids too. I think if I teach English for very young learners, I can know and understand children well, so, it is really appropriate for woman to be a teacher, because we will be a mother. By teaching English for young learners, I know how children's behavior.

3. How long have you been teaching English for very young learner?

E: Six years.

4. Do you use module in teaching English?

E: Yes. We use English book from Erlangga and Mentari.

5. What kind of strategies do you apply in teaching English?

E: I choose a strategy in which children can stand alone. Rather than working in pair or group, I prefer students to work individually. Although they sit in a circle, I will teach them one by one, because if I just teach in front of the class, it is hard to them to understand the materials. Sometime they are bothered by their friends, so I like to sit close to the students one by one. But, it also depends on the subject. If I teach art, so it will be easier to ask the students work in pair.

Additional question

The Researcher: Which one do you prefer between teaching indoor or outdoor?

E: I prefer to teach indoor, because it is not easy to control the students when we invite them to learn out of the class.

6. Does the strategy help you in teaching English?

E: Yes.

7. What are obstacles that you faced in using the strategy?

E: I think it is students' behavior. Each student has different behavior. Some of them learn quiet, but some of them more active. So, sometime they disturb their friends, and we as a teacher need to manage the class to make an effective learning classroom. Another obstacle also comes from parents. Some parents do not really care about their children development.

8. Based on your opinion, why the obstacles occur?

E: I think it comes from home. If the parents will pay more attention for their children, it will be easier to teach the children at school.

9. How do you cope with the obstacles?

E: It depends on the children, because they have different character, so I will face them agree with their character. For example, when a student disturbs his or her friend while learning, I will reprimand him or her directly; I will call his name and said, "Sit nicely, please".

E: I will tell them, if they learn, they will get reward. For example, I will give them a dinosaur sticker on their book or hand. So, children will be more enthusiasts to learn if there is a reward.

10. Do you have any comment for the strategy?

E: No.

Interviewee 3

Name : Ms. C

Education : Law Department

Regulation : in interviewing, the questions can be expanded and omitted by participants' response.

1. Why do you teach English?

C: Because I like about learning English and love to transfer it to students.

2. Why do you decide to teach English for very young learner?

C: Because I love young learners. Actually, it is kind a good thing to me since I have a young learner, so I get to know how to teach my kids and also other kids.

3. How long have you been teaching English for very young learner?

C: Since 2012, so it is six years until now.

4. Do you use module in teaching English?

C: Yes, of course. We have the books.

5. Who designs the material?

C: For English, we use module from Jakarta and also from the online but overall, the curriculum itself we use the national curriculum. Even though we still use the books from another country, we still have the national curriculum as the standards.

6. What kind of strategies do you apply in teaching English?

C: Of course playing during learning. Just let the kids have some fun in the class and we can teach them.

7. Why do you choose the strategy?

C: Because basically, naturally, young learners students, from zero to six, they just have to play. Do not burden them to study seriously, it is their characteristic.

8. How do you apply the strategy?

C: The way I teach them in the class is from singing, I use sing a lot. And then, playing games, and then let them try anything even though they make

mistakes, so they will learn from mistakes. Let them to be creative, to explore, and to express themselves freely. The teacher's role is to be a platform. If the students do something wrong, we have to right them without hurt their self-confidence.

9. Does the strategy help you in teaching English?

C: Of course.

10. Does the strategy have a big impact to the students' ability? How?

C: I believe that every teacher have their own strategy. For me, to make a big impact for children is to make them impress with the learning activities that I provide in the classroom every day. It will make the students happy to learn. Thus, it is important to prepare our plan well and do the activities consistently agree with the plan. Finally, we ask the students, "What did we do today? Are you happy to be at school?" If we do that consistently every day, it will give a big impact to the students. So, everything must be planned, well- implemented, be assessed, and finally, do it consistently so that it will give a positive impact.

11. What are obstacles that you faced in using the strategy?

C: Of course the administration itself, it is hard for me and also other teachers. They have to plan everything, and then teaching, and assessing at the same time, and also to capture the moment. It is kind of tricky. The teacher should find proper time, when they have to record the students' development, when they have to take a photo of them, when they have to focus engaging with the students. The students need to feel that they are accompanied. I believe we should have some teachers to do that, so not one teacher should focus to one duty only. But right now, we do not afford it. So here, the teacher should be multi-talented, they can sing, take a picture, draw, and play, too. I think an obstacle is a challenge to achieve a success.

Additional question

The researcher: Do you think students' different character is kind of obstacle in teaching?

C: No. I believe every kid is unique. We cannot make a standard that all children must sit nicely and calmly. It is us, the teachers, who must be capable to lead them. I believe there are no naughty children. It comes from other factors, such as family and environment. So, there must be synchronization between home, school, and environment. I think it is sometime become a barrier. However, we keep trying to communicate with the family.

12. Do you have any comment for the strategy?

C: The most important thing is, the teacher must enjoy children's world, must be creative, it means, every week we need to update a new song and a new game, so the children will not feel bored. Also, we need to improve ourselves, like new knowledge regarding children's world, follow the improvement of the curriculum, and keep improving our English skills, like speaking skills, listening skills, and writing skills. To be a teacher means we will never stop to study.

Interviewee 4

Name : Ms. S

Education : English Language Education Department

Regulation : in interviewing, the questions can be expanded and omitted by participants' response.

1. Why do you teach English?

S: Because English was my background study and I like teaching English, too.

2. Why do you decide to teach English for very young learner?

S: Because when I was a student of English language education department, I did a research about teaching English for young learners. So, I enjoy teaching English for young learners because I have known how to engage with them.

3. How long have you been teaching English for very young learner?

S: I have taught here for six years.

4. Do you use module in teaching English?

S: No, I prefer to find the materials from Google.

Additional question

The researcher: Does it mean you arrange the materials by your own self?

S: No, I only take some additional information from Google. We were given lesson plan by the school, and then we will develop it again by ourselves.

5. What kind of strategies do you apply in teaching English?

S: I choose a strategy in which makes students become more active in the classroom than the teacher does. Also, I usually use audio-visual strategy in teaching. For example is watching video.

6. Why do you choose the strategy?

S: Because audio-visual makes students feel interesting to learn English. And then, it also helps them to understand the materials. Besides that, I also use songs and games because, if I only use audio-visual strategy, the students will be bored. So, it is necessary to use more than one strategy in teaching.

7. Does the strategy help you in teaching English?

S: Yes.

8. What are obstacles that you faced in using the strategy?

S: Because not all students come every day. For example, the students who are rare to attend school, then when they come to school they will be overwhelmed to follow the materials. Moreover, we the teachers accustom the students to use English, but some parents do not understand it.

9. How do you cope with the obstacles?

S: I must teach the materials again, but it is more like review activity.



AUTOBIOGRAPHY

1. Name : Lianita Nasution
2. Place / Date of Birth : Banda Aceh/ 21 Januari 1997
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Batoh, Kec.Lueng Bata, Banda Aceh
7. Email : lianita958@gmail.com
8. Occupation : Student of English language Education of Islamic State University of Ar-Raniry
9. Parents
 - a. Father's Name : Ibnu Ali Nasution
 - b. Mother's Name : (The late) Nurmalawati
 - c. Father's Occupation : -
 - d. Mother's Occupation : -
 - e. Address : Batoh, Kec.Lueng Bata, Banda Aceh
10. Educational Background
 - a. Elementary School :SDN 53 Banda Aceh (2002 – 2008)
 - b. Junior High School :SMPN 19 Percontohan Banda Aceh (2008–2011)
 - c. Senior High School : SMAN 11 Banda Aceh (2011 – 2014)
 - d. University : UIN Ar- Raniry Banda Aceh (2014 – 2019)