

**TEACHERS' STRATEGIES IN TEACHING ENGLISH TO PRIMARY
SCHOOL STUDENTS**

THESIS

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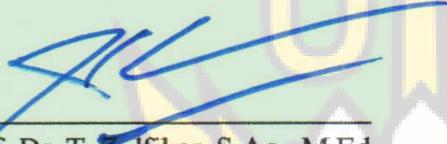
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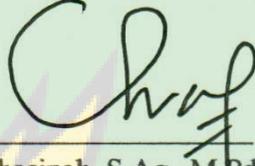
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Teachers' Strategies in Teaching English to Primary School Students adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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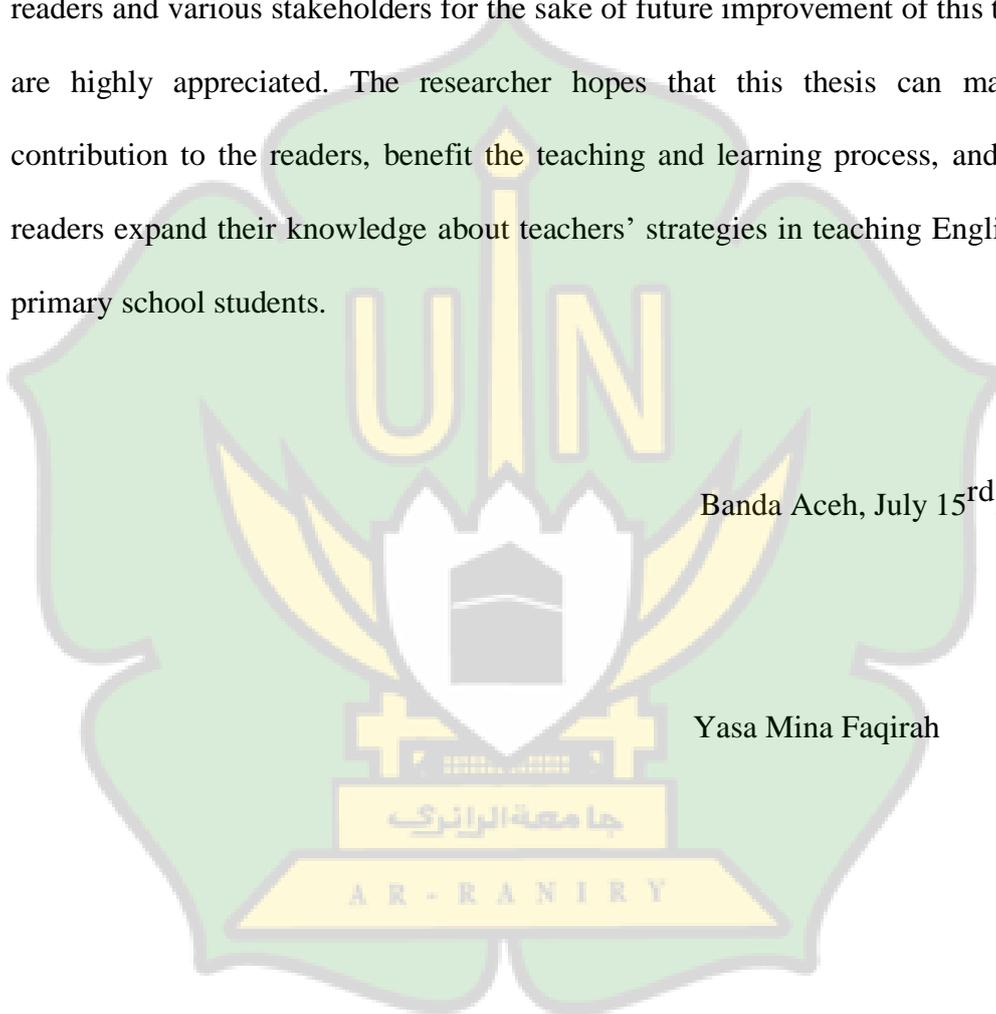
Her special gratitude is devoted to her beloved mother and father (Yusnidar and Alm. Abdullah Hisin), who keep praying for the researcher's success. My

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ABSTRACT

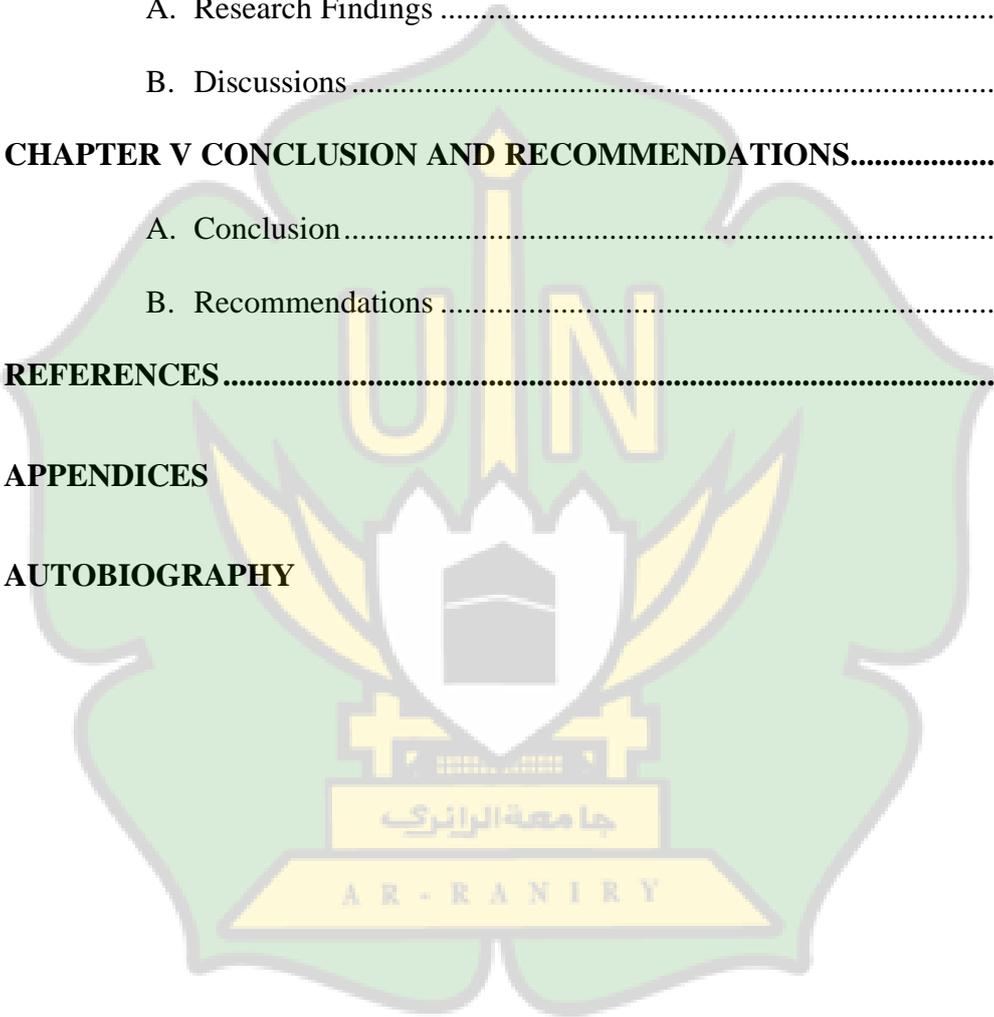
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With the growing importance and need for the English language in the global context, efforts are being made in the developing context to expose English, especially for primary school students. For that reason, the researcher conducted the study to describe the problems faced by teachers in teaching English to primary school students. This research was collected through observation of two classes, and interviews were chosen with two English teachers as participants from two schools. Each school has one English teacher at MIN 3 Aceh Barat and SD Gunong Kleng. The research indicated that there are six challenges the teacher faces when teaching English to primary school students. Classrooms were usually noisy. Most students were nosy with their friends, always wanted to answer all the teacher's questions, did not give opportunities to their friends, were sleepy while studying, bored, and chatted, which caused the teaching and learning process to not be conducive. Meanwhile, the strategies they applied to teach English to primary school students were cooperative learning strategy, contextual learning strategy, inquiry strategy, instructional strategy, play games, and audio-visual strategy. Furthermore, the teachers' perception of those strategies was relevant to primary school students because they mixed up more than two strategies to make students enjoy learning English.

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CHAPTER I

INTRODUCTION

A. Background of The Study

English as a means of oral communication is becoming more and more important in all areas of human life around the world. Harmen (2010) With English playing an important role, several countries have developed strategies to support the improvement of English as the language of instruction, the lingua franca of all aspects of human life, and the main international academic language, It is currently an unrivaled language (Cantwell & Johnson, 2017). In Indonesia, English has become an important subject in schools. In Indonesia, several publications discuss the concerns and issues of primary English teachers in this language curriculum (Hawanti, 2014; Zein, 2009, 2017).

Introducing English to primary school children is a strategic policy because they enjoy learning new things, including foreign cultures. An important aspect of effectively teaching them English is creating a fun and creative learning environment where children do not feel stressed while learning a foreign language. The teaching and learning process must relate to everyday life, and above all, it must be fun. Cameron (2001) believed that words are important for developing young learners' skills and knowledge, and constructing useful words for young learners is the foundation of foreign language learning in primary schools. As long as people spend a lot of time studying grammar, their speaking will not improve much, but if they study words and phrases, their improvement will be more significant. Moreover, Richard and Renandya (2002) also add that vocabulary is a core component of listening, speaking, reading, and writing. Vocabulary is central to language and of critical importance to typical language learners. Children have fun with physical movements, and the more excited they are, the easier it is for them to remember the language learned.

Teaching English in primary schools is how to understand the concept of teaching English as a local school subject. As a result, most teachers are less able to design English teaching materials that are suitable for students learning levels. Another consequence is that young learners are not interested in learning English. However, there are no previous studies that discuss the teacher's strategies for teaching EFL to elementary school students. That is why this study tries to investigate how the teaching and learning process of English is carried out in primary schools.

The teachers should know the strategy to encourage young learners to learn English. The teachers should know what the young learners want, and it was referring to the strategies used by the teachers in teaching English. Indeed, they should know the factors in teaching, such as methods, techniques, and materials, so that the teachers can convey the materials well, following young learners' characteristics. As claimed by Evan and Lang (2006), a good method was useless for teachers hands who did not know how to use it, and a good teacher could not be effective if she or he used a bad method. Therefore, the teacher should be able to choose and apply suitable strategies for teaching English to young learners. However, the department of English education was created only to provide professional teachers for the secondary level. This might become a challenge for the teachers at the primary level. The solution is that teachers must be supported by special training to improve their ability to teach young learners. After receiving training to improve pedagogical skills in teaching young learners, teachers can build a teaching and learning process that follows the character of the young learner.

Linse and Nunan (2005) state that young learners' vocabulary development is an important aspect of their language development. As we know, young learners, especially students at the primary level, have a big memory to memorize everything they learn. Brown (2007) says that children acquire authentic pronunciation while adults generally do not, since pronunciation involves the control of so many muscles. Besides,

Lenneberg (1967, as cited in Najafi & Hadi Hamidi, 2012) defines a critical period as a range of time with a specific onset and offset during which language is easier to acquire. According to the Critical Period Hypothesis by Lenneberg, adults no longer have the same plasticity as children that would enable them to cope with new mental activities. The difficulty faced by adults to attain native-like fluency could be because of the developmental changes in the brain that affect the nature of language acquisition after the end of the critical period.

The researcher is interested in doing this research for several reasons. The researcher wants to explore more strategies that are suitable for teaching English to young learners. Other, there has not been much research on strategies for teaching English in primary schools focusing on young learners at UIN Ar-Raniry. In addition, the researcher has observed English classes in primary schools to fulfill the final task of teaching English to young learners. Some strategies are not suitable for young learners, such as the strategy that asked them to guess from context. Its strategy is related to the secondary level. Based on the researcher's observations, the strategy confused and depressed them. Departing from the discussion, it is assumed that strategy in English teaching at primary school will affect the student's understanding of the lesson.

There is also another aspect that should be considered in language learning, and that is exposure to the target language. It is a common belief that students know a lot of English when they start school, as they are exposed to a lot in their everyday lives. The fact that students learn English informally in their free time also becomes a challenge for teachers, which may affect teaching that should be closely linked to pupils' interests and based on their language skills. This is stated by the Agency for School Development (2001, p. 39), which points out that English education must be learner-centered. Based on this, it can be assumed that difficulties related to English teaching can be associated with students' varying language levels, lack of formal English, and students' different

interests. In summary, teaching English in primary school can be challenging, but with the right strategies and techniques, teachers can overcome these challenges and help their students develop a strong foundation in the language.

Therefore, the researcher conducted research in these two different schools, MIN 3 Aceh Barat and SD Gunong Kleng, at the same level as a primary school that provides two teachers who teach English. Each school has one English teacher. The researcher chose the schools because, based on the observations of researcher at the school, there were still some obstacles faced by teachers in applying several strategies for teaching English to primary school students. This study aims to describe the challenges faced by English teachers in primary schools and the ways the teachers deal with them. Research on English teachers' challenges and strategies has never been done before in this area.

B. Research Questions

The researcher formulated the research question for this study after explaining the background of the challenges in teaching English in primary school. This investigation intends to provide insights into what challenges are faced by English teachers in teaching English in primary school and how they overcome these challenges to improve English teaching quality, especially in primary school. The research questions that led to this study are:

1. What are the teachers' strategies for teaching English to primary school students?
2. What are the teachers' challenges in teaching English to primary school students?

C. The Aims of the Study

Based on the above research problems, the purpose of this research is the following:

1. To find out teachers' strategies used for teaching English to primary school students.
2. To investigate the challenges faced by English teachers among primary school students and the ways the teachers deal with them.

D. Significance of the Study

The findings of this research are expected to be useful and relevant theoretically and practically. Theoretically, the findings are expected to provide information and an introductory source for the next researcher who wants to conduct research in the same field. Practically, the research is aimed at enriching English teaching strategies for primary school students in the different contexts of young learners. The findings of this research are also expected to help the English teacher who is teaching English to provide proper strategies for teaching at the primary level.

As we know, the way to teach the English language to primary school students, teenagers, and adults is different. This study can be a reference for an English language teacher to use a proper strategy in teaching the English language that fits students' ages, particularly in primary school. By knowing them, hopefully, English language teachers will choose appropriate strategies for teaching English according to 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 the teaching process since students will be more interested in learning in the way they love. It will likely increase students' motivation to master the English language. Thus, it is expected that this will aid teachers in reaching the goals of English language classrooms.

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E. Terminology

1. Strategies in Teaching English

Students' achievement in learning English depends on the readiness of teachers to do teaching and learning activities that are supported by the teacher's knowledge. According to Richard and Willy (2002), a strategy is a procedure used in learning that serves as a way to reach a goal through conscious or unconscious processes that language learners make use of in learning and using a language. Learning strategies are learning techniques that teachers and students use to achieve the goals of a lesson. Learning strategies aid in facilitating and maximizing learning success. According to Aswan et al. (2010), teaching strategy is the teacher's method for achieving the predetermined objectives during the teaching and learning process. J. R. David (Wina Senjaya, 2008): Teaching strategies contain the notion of planning. A learning strategy can be interpreted as a plan that contains a series of activities designed to achieve specific educational goals. Based on the definition above, strategy means a plan, step, or conscious action toward the learning goal that makes the learning process more enjoyable and more transferrable to the situation. In this research, the strategy is a step used by the teacher to teach English at the primary level. Through this study, the expectation is to be able to contribute more results regarding different strategies used in English teaching in MIN 3 Aceh Barat and SD Gunong Kleng.

2. Primary School

Primary schools in Indonesia are known as Sekolah Dasar (SD). Primary school is the first level of education in Indonesia after graduating from kindergarten. Usually, the learner is around 6-12 years old. Other definitions come from Cameron (2001), who divided them into two groups (first stage, 5-7 years, and second stage, 8-10 years). Because there are large

differences between students who are just starting school and older children, the researcher conducted the study with a group of young learners aged 8 to 12. This age group is usually represented by the fourth, fifth, and sixth grades of primary school. Teaching provides students with direction and guidance to help them learn new things, especially when studying English.



CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discusses the theory of English teaching strategies in primary schools. The review of related literature has the goal of providing previous studies and information concerning the research problem including overviews of the Theoretical Background, and Hypothesis. Literature may teach and educate, engage, and express close-to-home happiness or torment (Humphrey, 1985, p. 294). Literature could be discovered in composed content and even in oral talking at the same time, as well as can be found in writings.

A. Teaching as a Profession in Indonesia

Development of English as a world language, the quality of English teachers needs to be improved. In Indonesia, English teachers face a dilemma in teaching. On the one hand, they must teach students and improve students communication skills. But at the same time, they should prepare students to pass state exams. It is almost impossible to achieve these two goals at the same time because many factors affect the success or failure of English teaching. Teachers play a vital role in the teaching and learning process that enhances student achievement, although many factors contribute to their success (Rivkin, Hanushek, & Kain, 2000; Sanders and Rivers, 1996). According to Derakshan (2015), teaching a language is a multi-faceted process, requiring teachers to pay due attention to all the reading, writing, listening, and speaking abilities of their students.

A student's performance in learning English depends on the teacher's willingness to engage in teaching and learning activities, supported by the teacher's knowledge and skills, attitudes, and practices. Teachers must have good competence and professionalism in their teaching practice in the classroom. Indonesian English teachers still lack teaching ability. Hidayah & Marhaeni (2016) surveyed Ende district in East Nusa Tenggara province and reported that some subjects in the area were taught by people without

proper qualifications due to a shortage of teachers. For example, a science teacher is in charge of an English class. This means that teachers do not have sufficient knowledge of English teaching methods and strategies. On the other hand, Sullivan (2011) found that a teacher's oral proficiency in the target language is an essential factor in both educational effectiveness and student learning. In other words, in the EFL context, the teacher's instructions and explanations are the only verbal contact students receive. According to Hamied (cited in Alwasiwah, 2013), only 35% of her English teachers are qualified to teach English in Indonesia. In summary, there is a need to improve the quality and competence of English teachers. As explained earlier, English is a foreign language in Indonesia. Oxford and Shearin (1994), a foreign language is a language learned only during formal education. In other words, the students may have limited opportunities to get language input outside the classroom because the community does not use language as a communication tool in their daily lives.

However, the practice of English education in Indonesia tends to reflect native-speakers norms. Most teachers believe it will be more effective if the students are exposed to the target culture in language teaching. So, they are ambitious to teach English using the teaching material from the target language. According to Derakhshan (2015), a teacher must understand what, how, and why such learning affects students. ELT practices in Indonesia specifically and other expanding countries generally need to be revisited because English education practice tends to have unrealistic expectations about what students can achieve (Jayanti & Norahmi, 2014). They emphasize three contextual factors for the recent revision of ELT practices in EFL countries, especially in Indonesia. First, there are three different roles of English, English as a native language (ENL), English as a second language (ESL), and English as a foreign language (EFL). The role of English in ENL / ESL is generally used as an international communication tool while English in the EFL contexts generally follows the norms used by ENL speakers. However, information

on cultural values in teaching content can also be included in teaching materials that discuss local content because EFL teaching in Indonesia cannot ignore student multiculturalism where there are 742 local languages.

B. Strategies in Teaching English

The term 'strategy' here refers to a process or a sequence in which stages or activities in the designed teaching and learning process are planned or executed. A design principle also contains underlying arguments (theory for learning and teaching mechanisms and evidence-based and practical experiences) that relate to the chosen strategy and the intended pedagogical effects. In language teaching, strategy is one of the ways that teachers use in teaching the material. Commonly, the teacher uses a strategy to help the student understand the material. Issac (2010) states that a teaching strategy is a generalized plan for a lesson that includes structure, instructional objectives, and an outline of planned tactics, necessary to implement the strategies.

Referring 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 free to express both their thought and their feeling. Children initially feel unfamiliar with a new environment; they are mostly quiet and feel unconfident. Therefore, the teacher should make them comfortable and stimulate them to participate in classroom activities.

Bucholz and 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 good attitude. Additionally, giving compliments and appreciation are also great ways to create a warm learning society.

The researcher assumed from the explanation above that teaching tactics are the behavior of the teacher which manifested in the class, the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learned responses, increasing the responses by extra activities, and so on. Hamruni (2009) also adds that strategy is a plan, method, or series of activities designed to achieve a particular educational objective. So based on the explanation above, the researcher concludes that teaching strategies are plans prepared by the teacher to achieve a certain educational target.

From some understanding of learning strategies, it was concluded that the learning strategy is an approach to managing activities, by integrating the sequence of activities, equipment, and materials as well as the time used in the learning process, to achieve the learning objectives that have been determined actively and efficiently for students. The other thing that influences the learners in learning a new language is the teacher. The learners who are taught by teachers with great qualifications will be able to master the new language easily (Lojova, 2005, as cited in Hanusova & Najvar, 2006). It has been admitted that teachers' quality influences learners' learning process. The role of a teacher in the classroom is significant; teachers are models for learners. To conclude, either at an early age or later age, teachers should know and analyze the learners' background before starting to teach a new language in this case English.

According to Hamruni (2009), the components of teaching strategy is consisting of the teacher, student, teaching purpose, teaching material, method, technique, media, evaluation, and situation or environment.

- a. The teacher is the teaching agent, so in this matter, the teacher is the important point. Teachers can manipulate other components of the teaching strategy to be varied. But the other components of the teaching strategy can not manipulate the teacher. That finally makes students expect of standard competence. In teaching manipulation, the teacher must be based on the curriculum implemented.

- b. The student is a component that does a study program to improve the ability to reach study purposes.
- c. The purpose is base to determine strategy, material, media, and teaching evaluation. So, in teaching strategy, determining purpose is the first thing that must choose by the teacher.
- d. Teaching material is media to reach the teaching purpose and is also a core component in the teaching process.
- e. The method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with the teacher and student roles and behaviors, and secondarily with such features as linguistics and subject matter objectives, sequencing, and materials.
- f. The technique is a teaching method, skill, and style that a teacher has selected to facilitate the teaching/learning process.
- g. In education, media is certain media used in the teaching-learning process to convey knowledge to students that are usually known as media education.
- h. Evaluation is a component to know the result teaching-learning process, so that teacher can know the result of expectation. Evaluation can be summative and formative.
- i. Situation or Environment influences the teacher in deciding teaching strategy. The situation in this matter means situations and physical conditions, such as climate, school, location, facilitation, and others.

C. Types of Teaching Strategies

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

1. Build on Students' Prior Literacy Experiences

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's native language skills when they start to learn the new language as well. According to the Center for the Improvement of Early Reading Achievement (CIERA) (1998, as cited in Tinajero, 2001), children's 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 to learn a new language. Teachers can use this to introduce English to them. The more they master their mother tongue, the easier they learn English. 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 a second-language classroom, the teacher should not ban them to use the native language. In fact, the teacher uses it to support second language learning. Friedlander (1997, as cited in Madrinan, 2014) said that native language development is required to have strategies to learn a new language. The 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 consequence, the first language has a significant role to assist children in learning a new language.

2. Engage Parents and Families

The role of parents and families is vital in children's 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 the teacher provides students to learn a new language, parents encourage children to develop their home language in daily interactions. Moreover, parents and family are the first people who can support children's mental learning. Therefore, there are responsible for children's education since they should be the best people who know well their children's character and interests. Consequently, teachers and parents need to work together so that learning goals can be successfully achieved.

Besides that, to increase children's achievement and diminish their barriers to 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 teachers should help each other to gain the objectives of learning. When children are at school, the teacher is 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's development in learning a language. Hence, it is required to convey what children have learned at school to the parents so that they can aid the children to apply it in their daily lives.

3. Engage Learners in Daily Oral Language Activities

Children at school should be introduced to several basic English skills. Those are important for their future both in academic life and daily life. Nonetheless, they do not learn a 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 that 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 than sitting in the classroom for a long time and listening to the teacher, they prefer to do interesting things by themselves.

4. Establishing a Nurturing Environment

Initially, when children just start going to school they do not immediately pleased to interact with the school community. They need time to adapt to the environment. Also, the teacher usually finds some children using gestures to communicate. For example, they nod their head to express yes and shake their head to express no. For sure, it is the teacher's responsible to make them familiar with 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 to absorb 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 naturally as they learn their first language (Tinajero, 2001). Teachers need to consider some aspects of creating a nurturing environment, such as the school and classroom environment and teaching strategies that they use to deliver the lesson.

D. English Teaching for Primary School Students

All we know is that English is taught differently to young learners, teenagers, and adults. This study can provide a reference for English teachers to apply age-appropriate English language teaching strategies, especially for young learners. Knowing these, English teachers will choose appropriate English teaching strategies according to the age of learners. This research helps teachers identify and select relevant strategies. A school is a place where students have to develop skills of listening, speaking, reading and writing, solving problems, communicating, and thinking creatively. Based on Sharma (2011), to be able to learn a pupil must have opportunities to learn in many different ways by interacting with class friends, and teachers, going outside the classroom to have physical activity growth, digesting new information through wondering, solve problems through ingenuity. A child, who is going to primary school, is an active, creative young person, hence, teaching has to be combined with characteristics of primary school pupils and students' social, emotional, physical activity, and linguistic growth. On the other hand, using proper strategies will reduce the difficulties teachers face during the teaching process as students will be more interested in learning in their preferred way. It may increase students' motivation to master English. Therefore, it is expected that this will help teachers to achieve their English teaching goals.

English is formally an elective subject in primary school and a compulsory subject in lower secondary education, administrative facilities, etc., require many inputs and resources (Biswas, 2018). In some areas, there are no English subjects in primary school because English is an

elective subject. Febriana et al., (2018) found that learning English in junior high school was new to them due to the lack of English subjects in primary schools in Indonesia. It becomes difficult for teachers and students as they have to start with a basic knowledge of English. English became a compulsory subject in junior high school and the country set standards for national examinations. Teachers and students can't achieve the required competencies in a limited amount of time. On the other hand, many urban students already have a basic understanding of English.

In addition, according to Brown (2001), students at the primary level have little or no prior knowledge of the target language, and the teacher plays a crucial role in determining their success. Therefore, teachers of young English learners need to be aware of the unique characteristics of young learners and design teaching methods tailored to their needs and interests. Children generally enjoy fun and engaging activities, and teachers can use this to their advantage by creating lessons based on their students' interests and abilities. Fancourt and Steptoe (2018) give some of the characteristics of the primary level of school:

- 1) Characteristics of early childhood Unique, namely, the nature of each child is different from the others.
- 2) Egocentric children tend to see and understand things from their points of view and interests.
- 3) Active and energetic, children are happy or happy to do various activities.
- 4) With curiosity and strong enthusiasm for many things, children tend to pay attention, discuss and question various things they see and hear, especially new things.
- 5) Explorative and adventurous, children are driven by an intense curiosity and enjoy exploring.
- 6) Spontaneous; namely, the behavior displayed by children is generally relatively sincere and not covered up so that it reflects what is in their feelings and thoughts.

- 7) Happy and prosperous with fantasy, children are happy with imaginative things.
- 8) Still easily frustrated, children are still quickly disappointed when faced with things that do not satisfy children.
- 9) There still needs to be more consideration in doing something; namely, children like to do various activities that cause changes in behavior in children.
- 10) Short attention span: Children usually have a short high attention span, except for things that are intrinsically interesting and fun.
- 11) Passionate about learning and learning a lot from experience; children enjoy doing various activities that cause changes in their behavior.
- 12) Increasingly showing interest in friends, children begin to show cooperation and relate to friends.

Yuksel (2016) stated that children develop knowledge by engaging with the physical environment actively. They can learn by themselves through actions and explorations. It means, the more they have experienced, 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 to 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 their first language and speak to the teachers in another language.

However, a new language is learned most effectively in a social context, where the spoken language is the focus. When young students are learning English, this can be promoted by using the whole body during the learning process, which means that teaching should be playful. The number of English students are exposed to also has an impact on their language learning, both in everyday life and at school, and teachers can support students by using a communicative approach in teaching. Therefore, through

this study, the expectation is to be able to contribute with more results regarding different methods used in English teaching and also to make visible how much English is spoken in the Meulaboh school in teaching. As stated by Cohen and Macaro (2007) increasing the ability of students is related to how the teacher's strategy in teaching, because the teaching strategy applied by each teacher must be able to improve the language skills of students' performance.

E. Previous Research Finding

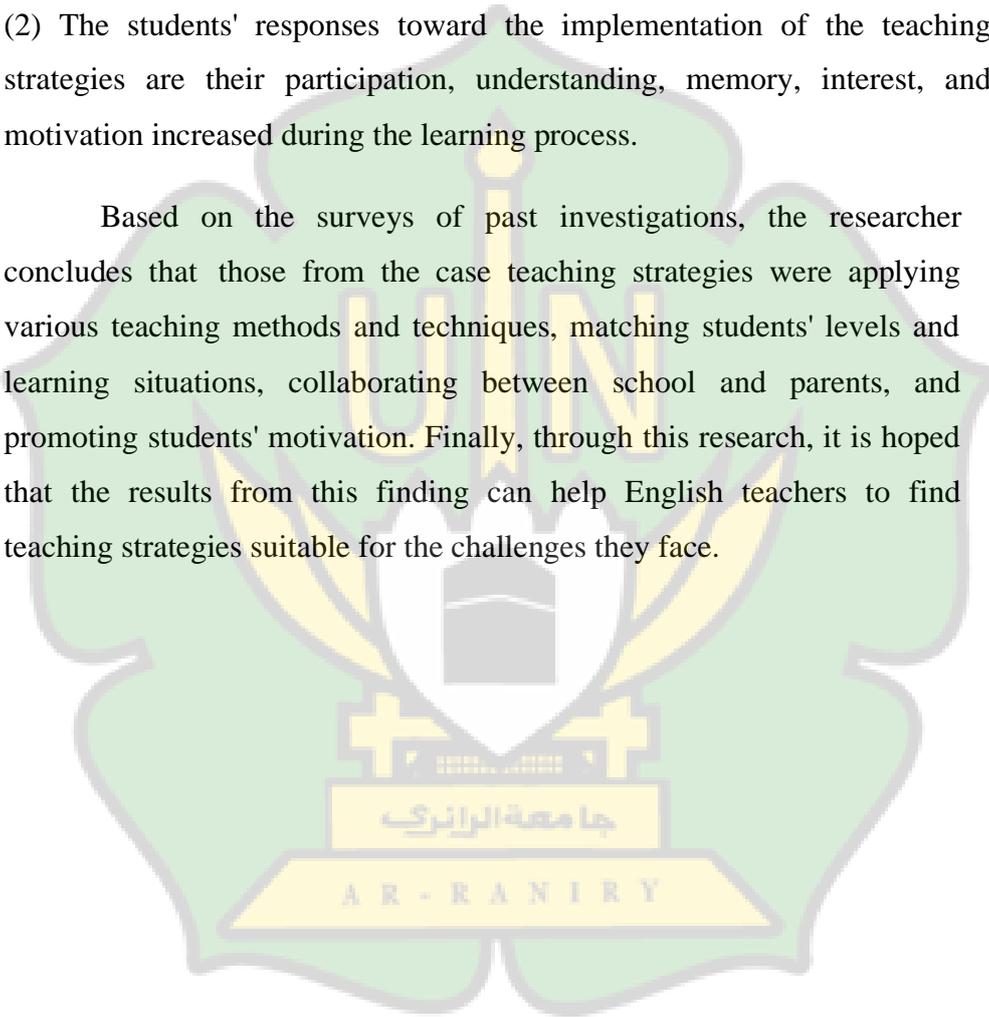
There were three previous studies found by the researcher related to these cases. The first previous was from Dhillon & Jenestar International Journal of English Linguistics; Vol. 3, No. 2; 2013 ISSN 1923-869X E-ISSN 1923-8703 Published by Canadian Center of Science and Education with title "Challenges and Strategies for Teachers and Learners of English as a Second Language: The Case of an Urban Primary School in Kenya". The findings are based on evidence gathered from teachers, through questionnaires and semi-structured interviews, and from pupils, through learner diaries. The data shows a strategic approach to teaching and learning English and reveal the tremendous effort invested by teachers and learners in grappling with the challenges of learning English in the context of an unresolved national language policy, interference from regional linguistics heritage languages, and an examination-oriented education system. The strategies deployed by teachers to address these challenges include varied instructional approaches and creating a warm classroom climate to provide a non-threatening environment for learning and language acquisition. Data from pupils show that group-based interactions with their peers and individual reinforcement strategies, such as keeping vocabulary notebooks, are the most common learner strategies. The study shows how school-based research can give teachers and learners a voice in the development of successful language teaching and learning strategies for complex and challenging multilingual environments.

The second previous is from the International Journal of English Language Education with the title “Teaching English as a Foreign Language in Saudi Arabia Struggles and Strategies” by Tanzin Ara Ashraf Department of English, King Khalid University. The purpose of this study is to investigate vital issues related to the teaching of English in Saudi Arabia. Some major problems include the influence of the mother tongue, less exposure to English in day-to-day life, attitude towards teaching and learning English, lack of recent trends of EFL teaching, enrolling a larger number of students in EFL classes, and failure of creating an effective teaching environment. The research is conducted among first-year students of Chemistry and Mathematics at King Khalid University, studying Intensive English (Blended Course) as a university requirement for 12 hours a week for 15 weeks. The study proposes some remedial measures which recommend introducing English from the beginning of the primary level, modern and effective teaching strategies, selecting appropriate textbooks, building sound teacher-student relationships, and implementing diverse assessment methods.

The third previous is presented by the English Education Department Teacher Training and Education Faculty Universitas Sebelas Maret by Ria Puji Lestari, Muhammad Asrori, and Hefy Sulistyawati with the title “The English Teaching Strategies for Young Learners in An International Primary School in Surakarta”. The objectives of this study for the first is to investigate the English teaching strategies implemented in terms of teaching planning, teaching implementation, and teaching assessment, and second to investigate the students’ responses towards the implementation of the teaching strategies. This research is a case study that includes qualitative research. The participants of the study are a homeroom teacher and 24 grade-five students in which all of them are male. The data collection methods are observation, interview, and document analysis. The findings of the study are: (1) there are four strategies in teaching planning. Those are curriculum, documents, teachers' professional development, and students' seat arrangement. While in the teaching

implementation, there are sixteen strategies. They are icebreaking, recalling the memory, brainstorming, discussing, games, listening and reading, listening and matching, drawing and writing a paragraph, filling the blank, vocabulary writing, concluding material, police of English, reading time, English camp, and *assembly*. Besides, there are five strategies in the teaching assessment. These are daily tests, vocabulary tests, mid-term examinations, final examinations, and International Progression Tests (IPT). (2) The students' responses toward the implementation of the teaching strategies are their participation, understanding, memory, interest, and motivation increased during the learning process.

Based on the surveys of past investigations, the researcher concludes that those from the case teaching strategies were applying various teaching methods and techniques, matching students' levels and learning situations, collaborating between school and parents, and promoting students' motivation. Finally, through this research, it is hoped that the results from this finding can help English teachers to find teaching strategies suitable for the challenges they face.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methods used in this study. This includes a discussion of research design, data sources, techniques of data collection, and data analysis.

A. Research Design

This research was descriptive qualitative research that focused on teachers' strategies in teaching English to primary school students and teachers' perceptions of applying the strategies in teaching English to the primary school process. According to McMillan and Schumacher (2001), qualitative research explores the richness, depth, and complexity of phenomena. Plano and Creswell (2008) add that qualitative research is an approach to exploring and understanding the meaning of individuals or groups ascribed to social or human problems. The process of research involves emerging questions and procedures. The researcher defines qualitative research based on Mackey and Susan (2005), who say that qualitative research is research that is based on descriptive data and does not use statistical procedures.

However, this study used a qualitative method because it seeks to explore certain English language teaching strategies applied in MIN 3 Aceh Barat and SD Gunong Kleng. 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. Moreover, Creswell (2007) stated that there are some types of study in qualitative methods, such as case study, phenomenology, grounded story, and ethnography. Nevertheless, this study is kind of case study research.

In this study, the researcher used qualitative research methods to investigate teachers' strategies for teaching English at MIN 3 Aceh Barat and SD Gunong Kleng. Using the qualitative research method, the researcher can observe and document the strategies for teaching English to

primary school students in a detailed and comprehensive way and draw conclusions based on the specific context and interactions being studied. The researcher can provide a rich and detailed understanding of the teaching strategies in teaching English activities being studied and can help inform future research and practice in this area.

B. Research Participant

The participants of this study were chosen from two English teachers as participants from two schools. Each school has one English teacher. Purposive sampling was used, and primary schools located in Meulaboh City could participate in this study. The schools were selected as samples depending on their location in the farthest area. On the other hand, this research is conducted in two places. First, in MIN 3 Aceh Barat is located at Jl. Nasional Km 3,5 Desa Meureubo Meulaboh City, Indonesia. Second, in SD Gunong Kleng is located Jl. Nasional Km 8 Desa Meureubo Meulaboh City, Indonesia.

Table 3.1

The demographic profile of participants.

No	Participants	Educational Background	Length of teaching English	Schools
1.	Ms. L	English Education	10 years	MIN 3 Aceh Barat
3.	Ms. E	English Education	13 years	SD Gunong Kleng

The selection of teachers will be based on their professional roles. The informant has been taught by a teacher who has a background in English language studies. Hightower et al. (2011) suggest that a qualified teacher is a lifelong learner in their field of study, teaches with commitment and reflection, and has good communication and diagnostic skills. They also suggest that teachers should deeply understand learning

styles, cultural influences, child development, and various teaching strategies to meet their students' needs effectively in teaching English in primary school.

C. Techniques of Data Collection

The researcher needs to use a range of methods and instruments to make this research more efficient and effective. The instrument is a tool to collect the data. The data collection method refers to the techniques and tools the researcher uses to collect data. Denzin and Lincoln (2005) suggest that data collection instruments are tools that researcher select and use to make their data collection activities more systematic and efficient. These tools can help researcher collect data in a consistent and organized way, making it easier to analyze and interpret the results of their research.

In the qualitative method, the instrument is more flexible (documents, focus group discussion, observation, individual interview), while in the quantitative method, the instrument is more rigid (questionnaire and survey) (Mack, Woodson, MacQueen, Guest & Namey, 2005). It showed that the qualitative method is text-based, whereas the quantitative method is number-based. To collect the data, a semi-structured interview and classroom observation were used in this research. The semi-structured interview was selected to get richer data from the interviewees that focused on the challenges of teaching English to primary school students. According to Burns (2000, cited in Hawanti, 2014, p. 5), a semi-structured interview “permits greater flexibility and permits a more valid response from the informant’s perception of reality”. However, this study used the following two instruments:

1. Observation

Zohrabi (2013, p. 257) stated that observation is a pre-planned research tool that is carried out purposefully to serve research questions and objectives. It is a monitoring activity that used an observational paper and consisted of some checklist activities that possibly occurred in the research setting. Creswell (2007) stated that during observation, the researcher takes

field notes and records the activity and behavior that occurred at the research site.

The researcher carried out the observation to answer the research question “What are the teachers' strategies and challenges in teaching English to primary school students?”. The researcher found some strategies and challenges following the explanation of the observation field note from each teacher. The observation was conducted once with two teachers from English teachers as participants from two schools. Each school has one English teacher. The observation was done on June 12th, 2023, at MIN 3 Aceh Barat with teacher Mss. L in sixth grade, and the second observation was done on June 14th, 2023, at SD Gunong Kleng with teacher Mss. E in fifth grade.

The steps to making observations are:

- a) The researcher prepares observation sheets.
- b) The researcher joined the class.
- c) The researcher observed when teachers were teaching English Lessons, and
- d) Researcher make field notes from observations during observations.

Further, the researcher believed that the data gained from this method was more trustworthy. This instrument was aimed at finding the answer to the first research question of this study, which is “What are the teacher’s strategies and challenges in teaching English to primary school students?” at MIN 3 Aceh Barat and SD Gunong Kleng. The observation would be conducted with two classes of MIN 3 Aceh Barat and SD Gunong Kleng for a week.

2. Interview

The interview is a direct asking activity between the researcher and the teacher to gain data. As stated in Masson (2002), it can involve one-to-one interaction or a focus group interview. The researcher can choose the appropriate one by considering some points, such as the purpose of the study and the time available. If the researcher wants to set up the

interview privately, indeed one-to-one interaction is the most convenient choice. Nonetheless, if the researcher aims to gain several different types of data at one time, a focus group interview is the proper choice. In addition, the interview can transpire face-to-face, over the telephone or over the Internet. It is advantageous when the researcher and the samples are obstructed by long distances. It is purposed to gain more accurate data to answer the research question of the study. Also, several main questions were prepared beforehand.

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

Field notes were used to record the English teachers' answers in the interview. The interview questions were adapted based on the interview questions from Rahayu (2016), and the interview questions were added according to the context of this study. This tool was used to answer the second research question, "What are the teachers' challenges in teaching English to primary school students?" at MIN 3 Aceh Barat and SD Gunung Kleng. Audio recordings during the interview and observation sessions were also used to supplement the accuracy of the data gathered.

The researcher conducted several interviews to obtain detailed and comprehensive data. Interview data were collected in transcriptions and recordings and were considered primary data because the researcher collected them. By interviewing two teachers, the researcher can collect

rich and valuable information that helps to understand teaching and learning English in their study environment.

D. Data Analysis Procedures

Analysis procedures are a process to criticize and evaluate the data that have been gained to derive a final result of research. Describe data analysis as a process that involves working with data, organizing it, breaking it down into manageable units, synthesizing it, searching for patterns, and identifying what is essential and what has been learned. This opinion was shown by Bogdan and Biklen (2005). Data analysis is a crucial step in the research process, as it allows researcher to make sense of the data they have collected and to draw meaningful conclusions from it. By carefully analyzing data, researcher can identify trends, patterns, and relationships that provide valuable insights into the studied phenomena. However, in this qualitative research the data were analyzed by following steps adopted from Creswell (2007), those steps are:

1. *Organizing and preparing the data*

In this study, the research was carried out by creating contact summaries, developing category coding, making reflection notes, and selecting relevant data. Data reduction was used to remove data that was not directly related to the research question or problem being studied. For example, data on the use of greetings in opening and closing lessons, or the teacher's voice in teaching, was reduced to focus on the main themes and ideas explored in the research. By reducing the data, the researcher could more easily identify patterns and trends relevant to their study.

After observing and interviewing are carried out, the first step to do to analyze the data is arranging the raw data typing up field notes, and transcribing interviews. Making data transcript from audio recorded. The result of observation and interviews are collected and transcript in written language. All record data were written by sentence. The transcript should

be written in a computer file with a different name based on content, date, and time of observation. There are three types of transcription by Speech Pad Team (2013) below:

- 1) Verba tim transcription; transcribing the data without any reduction and including the background noise, every emotion, laugh, and 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.

However, this research used intelligent transcription in which the researcher omitted some data from the audio without changing the meaning of the recording. It eases the researcher to proceed to the next step of the analysis.

2. Reading through all data to obtain general information

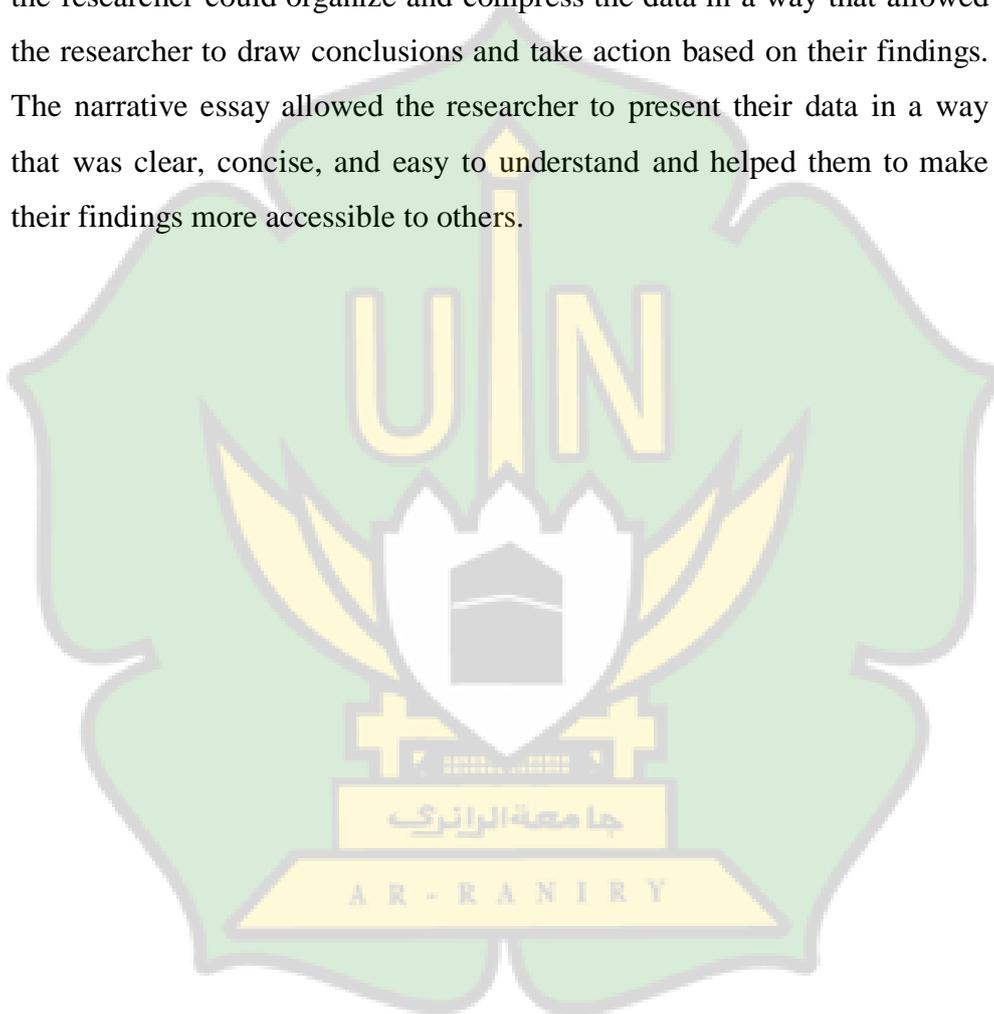
In this step, the researcher typed and transcribed, and read attentively. It helps the researcher to comprehend the data and find generic information both from observation and interview transcriptions. The researcher needs to convince if the information is worth enough before going on to the next step.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

3. Verification and Conclusion

The researcher concluded from their data in the final stage of the research process. This involved extracting the critical findings from the data and presenting them clearly and concisely. The researcher made temporary conclusions, which were then verified against the records and data they had collected. This allowed them to refine their conclusions and make them more accurate and meaningful. Furthermore, the researcher correlated the data to certain theories from existing literature to compare the findings and other findings. The researcher can get conclusions based

on the data they had collected and were supported by evidence from their observations and interviews.

In this study, the researcher used a narrative essay to display the collected data. This is a standard method of data display in qualitative research, as it allows the researcher to present their findings clearly and coherently, which is easy for others to understand. Using a narrative essay, the researcher could organize and compress the data in a way that allowed the researcher to draw conclusions and take action based on their findings. The narrative essay allowed the researcher to present their data in a way that was clear, concise, and easy to understand and helped them to make their findings more accessible to others.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This section presents the research findings and discussion of the study. It consists of two main sections based on the research objectives. The first section is about the English teachers' strategies in teaching English to primary school students in MIN 3 Aceh Barat and SD Gunong Kleng. The second part presents teachers' challenges in teaching English to primary school students in MIN 3 Aceh Barat and SD Gunong Kleng.

A. Research Finding

The researcher has finished the research procedures, such as observation and interviews. The researcher observed two teachers of MIN 3 Aceh Barat and SD Gunong Kleng. Their statements in the interview are cited to support the findings and data found in the field. Based on the observation, the researcher conducted two meetings to determine the strategy used by the English teacher in teaching English and the challenges that the teacher faced in teaching English to primary school students. Thus, the selected interviewees are in the initials of Ms. L and Ms. E. The teacher has several strategies that are applied in teaching English in MIN 3 Aceh Barat and SD Gunong Kleng.

1. Result of Observation

The researcher found some strategies that are used in the classroom when the teacher is exposed to English in primary school. The teacher used various strategies, such as:

- 1) **Contextual Learning Strategy:** Introducing new vocabulary based on pictures in the book, the teacher said the vocabulary, and students looked at the picture in the book. So, it is easier for students to understand what the teacher means in the vocabulary.

- 2) Instructional strategy: The teacher wrote the vocabulary in the young learners' mother tongue on the whiteboard (translation) and the teacher asked students to repeat the vocabulary.
- 3) Playing game vocabulary where students demonstrated the vocabulary in front of the class.
- 4) Listening and repetition strategy: Memorization with the teacher told them to memorize the vocabulary, and they mentioned it orally before the teacher closed the class.
- 5) Inquiry Strategy: This strategy focused on the students-centered learning process. In this condition, students are given more opportunities to be more active in the learning process with show students abilities. The inquiry strategy is used because students are very enthusiastic when performing alone and showing students English skills.

The teacher's strategy for carrying out teaching variations was variations in the use of voice in the form of intonation that was appropriate to the situation of the subject matter. Variations in the teacher's voice are carried out so that learning does not look boring. The teacher always used variations in voice intonation that were not flat so that students would not get tired of hearing every word conveyed by the teacher. In addition to the sound variation skills that are carried out, the teacher also used variations of body movements. The teacher made variations of body movements evenly around in front of the students so that they could manage the class well. The teacher's position was not only standing in front of the blackboard or sitting at the teacher's desk but also moving closer to the students so that they also did not look boring. However, the students' reactions were very enthusiastic, and they enjoyed the teaching and learning process. The interaction between teachers and students, who

always want more attention from the teacher, moves around a lot.

The challenges faced by the teachers are used in the classroom when they taught English to primary school are:

- 1) Sometimes students forget the pronunciation of a word or forget the spelling of the English vocabulary. The teacher asked several times about the English vocabulary during the teaching-learning process. It was to ensure that all students had memorized the vocabulary fluently.
- 2) The obstacle encountered by the teacher in the class was the student who always wanted to show up by answering the questions that were asked of her friends. The teacher tackled this problem by advising her to give her friends a chance. The researcher saw that the teacher's ability to control the class and deal with students was very good. This is very likely due to the experience of teaching Ms.E and Ms. L for 10-13 years teaching English at school. the teacher.

2. Interview

The interview was conducted after observation. The researcher was interviewed to answer the research question "What are the teachers' strategies and challenges in teaching English to primary school students?". The researcher was met Ms. L and Ms. E during recess at school. The interview lasted 20 minutes. Before the researcher asked questions about the interview, the researcher asked permission from them to record all interview answers using the mobile phone. The following is the summary of the transcript from each interviewee.

a. The Strategies Used by the Teacher to Teach English to Primary School Students

1) Cooperative Learning Strategy

Focused the students into groups to achieve learning goals. The strategy encouraged inactive children to be more active and willing to socialize. With these strategies, the students became happier and could follow language learning easily. For example, when the teacher taught new vocabulary based on pictures in the book. One of the learning resources that is commonly used in English textbooks for primary school students. For the teachers, such beliefs regarding the availability of written English resources empower them to develop and plan the teaching and learning in class. Besides, the use of textbooks for learning English helped students when they spoke English during the teaching-learning process. Since participant one perceives that the use of English when teaching attracts the students' attention and makes it easier to teach English with the textbooks in the students' hands.

I can develop my teaching skills from the textbooks I read. From the writers of the textbooks, I learned how to develop the learning materials that will help the students learn English more actively. (Ms. E, SD Gunong Kleng, 14 June 2023)

Moreover, with the textbooks while learning English, the learners feel assisted in understanding the English instructions given by the teachers. Another benefit of using textbooks is that the learners can save time and focus on the teacher's instructions since they do not need to take notes every time the teacher explains. The learners can also use the textbooks for individual learning at home.

The strategy was implemented, with the teacher dividing students into two groups: those who sit on the left

side are group one, and those who sit on the right side are group two. They have to guess what vocabulary the teacher demonstrates in front of the class. Each group would compete to answer and discuss correctly what vocabulary was demonstrated by the teacher. This strategy gave them motivation to be able to answer so that their group became a winner. This strategy also prevented students from getting sleepy and increased student focus during the learning process.

2) Contextual Strategy

This strategy helped students understand the English lesson easily as it was relatable to their lives. The students also prefer real objects rather than imagining things told by the teacher. This strategy was able to apply to stories and materials familiar to students related to the observation in the class because students could think better in the upper class. By using this strategy, the class would be alive and give students plenty of time to answer questions from the teacher. Besides, it helped improve their speaking skills; performances, discussions, and pronunciation exercises could be done, and demonstrations could be done to improve the student's speaking ability. Ms. L stated that she not only teaches English but also said how important it is to learn English for primary.

The importance of learning English here so that students can realize the future generation and can deepen the material we teach. (Ms. L, MIN 3 Aceh Barat, 12 June 2023)

3) Audio-Visual Strategy

It was not easy to teach students to be able to read English. The first step that the teacher commonly uses in

reading class is teaching the students how to read English words based on the book. There were many ways to introduce English to English learners. However, Ms. L who taught in MIN 3 Aceh Barat used focus to show the material. Audio-visual was a teaching strategy that was usually used in teaching English by Ms. L.

The strategy that I apply in teaching English is to use focus so that students understand better in learning English.implement it by using the projector, for example by displaying videos and pictures. (Ms. L, MIN 3 Aceh Barat, 12 June 2023)

It means learning English by watching videos must be interesting for primary school students, especially in Ms. L's class. It was necessary to apply a teaching strategy that could make students interested in learning. Besides, there were a lot of English videos that could be easily found in this digital era. Moreover, according to Ms. L, audio-visuals would support students in learning English.

Because students understand the materials more quickly by choosing the strategy. students can already show changes or abilities in remembering the material that has been taught. (Ms. L, MIN 3 Aceh Barat, 12 June 2023)

Consequently, teachers should be creative in choosing a fun teaching strategy, such as playing or using media, for example, in-focus on teaching material to appeal to the students to learn gladly. Using this strategy in teaching English, Ms. L assumed that using some types of strategies would make the learning process more efficient.

The other benefit of using an audio-visual strategy was that it made the students familiar with the English language directly from the native speaker. This was also advantageous for teachers who are not confident enough to

pronounce the English language in the teaching-learning process.

4) Play Games

Ms. E stated that English is an important language for students to learn because it is the most widely spoken language in the world. On the other hand, English language skills were crucial for students to succeed in globalization and achieve the student's personal and professional goals. Students were cheerful; they like to do fun things whenever they want. Teachers who teach English to primary school students should know how to face all students who have different attitudes. The strategy used in Ms. E's class is playing games.

Playing games to introduce the subject is one of the strategies can I apply in my class. (Ms. E, SD Gunong Kleng, 14 June 2023)

Ms. E also added some information about the strategies that were used to improve the students and the necessity of applying a teaching strategy that could make students interested in learning.

Variations of the game adapted to the material that I teach. It's very easy to find references from the goggle, especially since our school doesn't have learning media like schools in the cities. You know why right! I have to be creative in conveying lessons so that students don't get bored and can understand the material I'm conveying.. hmm. Is that the goal of teaching right? (Ms. E, SD Gunong Kleng, 14 June 2023)

Ms. E thought that an obstacle was a way to go success. What she meant was that teachers should struggle to provide as great a teaching-learning process environment as possible as they can. She used some strategies to face the challenges when she taught English to her students.

Like you see in the class before, playing with new words. who can remember will give thunderous applause and also score for students. (Ms. E, SD Gunong Kleng, 14 June 2023)

She tried to prevent unwanted things from happening since children were easy to lose focus on. They tend simply to be disturbed by anything else around them. For sure, it influences the teaching-learning process. These strategies could improve the atmosphere in the class. She mixed up two or three strategies for each meeting. She often used games, pictures, and memorization in her class because young learners needed various activities to avoid boredom.

.....I can see the student has more control when I apply that strategy. not only play games but when the teaching learning is active by asking question for them. (Ms. E, SD Gunong Kleng, 14 June 2023)

Thus, this strategy was possible to decrease teachers' constraints in the teaching process. Even though it probably took a lot of time, it could maintain students' focus in the learning classroom.

However, it would be better if one teacher merely focused on one duty. It made the teachers better at carrying out their duties, especially in teaching. It was also good for the students to get sufficient attention from the teachers during the learning process. The teacher needed to know more strategies and have energy so that the teaching and learning process would be more effective.

b. The Challenges Used by the Teacher to Teach English to Primary School Students

Teaching English as a second language is one of the most rewarding careers for English teacher. Like any teaching career,

teaching English as a second language is not without its challenges. The challenges faced by the teacher were:

1) Students do not focus

The teacher tried to prevent unwanted things from happening since children are easy to lose focus on.

The obstacle is sometimes students don't focus on what the material has been delivered by the teacher. (Ms. L, MIN 3 Aceh Barat, 12 June 2023)

They tend simply to be disturbed by anything else around them. For sure, it influenced the teaching-learning process.

This obstacle occurs because students are more focused on watching the video than on the material to be delivered. (Ms. L, MIN 3 Aceh Barat, 12 June 2023)

Consequently, the students needed to keep being supervised and accompanied. Thus, this strategy was possible to decrease teachers' constraints in the teaching process. Even though it probably took a lot of time, it could maintain students' focus in the learning classroom.

2) Students behavior

Another challenge was that some students were less motivated to learn. Ms. E's solution, she always pays attention to the condition of students before determining the strategy to be used. She also explained the importance of studying English to increase students' motivation for learning.

Teaching English indicated that primary teachers have to find many ways to deal with all kinds of students. They should treat the students differently according to their personalities.

...because they have a different character, so I will face them agree with their character. (Ms. E, SD Gunong Kleng, 14 June 2023)

It must not be easy to meet and handle children in a classroom when the teacher delivers learning material and faces challenges.

...each student has different behavior. Some of them learn quietly, but some of them are more active. So, sometimes they disturb their friends, and we as a teacher need to manage the class to make an effective learning classroom. (Ms. E, SD Gunong Kleng, 14 June 2023)

This statement explained that it was challenging for primary teachers to create a well-structured activity in the classroom. The teachers should consider students' behavior when providing learning activities. Although the students have different behaviors, the teachers should be able to guide all students to follow the activities in the classroom. It was crucial to make all students interested in engaging in classroom activities.

B. Discussion

Based on the observation and interview conducted on June 12th and 14th 2023 at MIN 3 Aceh Barat and SD Gunong Kleng with Ms. L and Ms. E. The researcher found the answer to the research question in Chapter 1.

1. *Strategies in Teaching English to Primary School Students*

The researcher found that the teachers used different strategies. These strategies used instructional strategy, cooperative strategy, contextual strategy, inquiry strategy, play games, and audio-visual strategy. Teachers used more than one strategy per session. When students got bored, the teacher changed strategies. According to Espinosa and Magruder (2015), an emotionally warm

and supportive classroom lets children know that they are valued and cared about; that each child is respected, understood, encouraged, and challenged. This was necessary so that students felt comfortable and free to express their thoughts and feelings in the classroom. This means it was vital that students were as motivated as possible to speak English at school. Teaching strategies were the focus of the researcher's research. In addition to interview data from two teachers, the researcher found that the teacher had good teaching skills because of his knowledge of teaching young learners at university or previous training courses.

The teacher also observed the student's situation and the classroom situation to choose the appropriate strategy. In her experience, young learners were interested in learning through different, fun activities, so she explored different ideas to keep the classroom energized. Teaching English to young students was not an easy task for teachers, as teachers needed to adopt different strategies so that students did not get bored while learning, let alone learning English, which they rarely used. All teachers also mentioned games and pictures as two of the strategies they used most in their classrooms, as these strategies may or may not be mixed. The point was that students could use any activity made from games or pictures. Furthermore, engaging learners in daily oral activities is a teaching strategy developed by Tinajero (2001). Offering activities that help students speak English is a good way to improve students' English skills. This means it was vital that students were as motivated as possible to speak English at school.

These strategies assessed the achievement of instructional goals and objectives. Teachers mentioned that instructional strategies allowed them to assess how students were doing in the classroom and outside. Issac (2010) stated that instructional strategies are high-level plans for a curriculum, including structure,

instructional objectives, and an outline of planned strategies needed to implement the strategies. Using these strategies made it easier for her to assess and evaluate her students. Teachers could also track their progress and make sure they understood the material. Overall, the implementation of teaching strategies could allow teachers to better control and monitor the learning process of students.

2. The Teachers' Challenges in Teaching English to Primary School Students

Febriana et al., (2018) stated related to this research and found that learning English in junior high school was new to them due to the lack of English subjects in primary schools in Indonesia. As stated by Carvalho (2005), enthusiasm, energy, noise, and like to speak are students' primary characteristics. It made teachers struggle to manage the students during the teaching-learning process. Therefore, teachers in MIN 3 Aceh Barat and SD Gunong Kleng provided a reward for the students who succeeded in accomplishing their tasks and for those who had good behavior during the learning process. The reward was intended to show appreciation for the students. Somehow, it was also advantageous to make the students more attractive to learning. In general, classrooms were usually noisy. Most students were nosy with their friends, always wanted to answer all the teacher's questions, did not give opportunities to their friends, were sleepy while studying, bored, and chatted, which caused the teaching and learning process to not be conducive. It would be easier if students knew when to play and when to study.

However, to deal with student misbehavior in classroom learning, teachers could apply strategies that would make students more focused on learning English. For misbehavior in the learning classroom, primary teachers could apply a strategy used by Ms. E and Ms. L in MIN 3 Aceh Barat and SD Gunong Kleng; cooperative learning strategy, contextual learning strategy, inquiry

strategy, instructional strategy, using audio-visual, and using play games. It would make the students more focused on learning English.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of this study. The conclusion is to summarize the results of the discussion based on research problems. This summarizes the teaching strategies and challenges in teaching English to primary school students in MIN 3 Aceh Barat and SD Gunong Kleng. While recommendations and suggestions from researcher based on research results to get better results in teaching English.

A. Conclusion

This research has demonstrated some strategies and challenges. The researcher can conclude and show various teaching strategies in teaching English for primary school students: cooperative learning strategy, contextual learning strategy, inquiry strategy, instructional strategy, play games, and audio-visual strategy. The strategies are effective in helping students develop their English skills to stimulate students to pursue knowledge on their ability, to develop student interest and motivation, to review previous lessons in order to make them understand and to assess the achievement of instructional goals and objectives. The teacher had been choosing the strategies based on the student's condition and classroom situation. The last, the teachers mixed up the strategies to make young learners enjoy the learning process because young learners are interested in learning through various activities.

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

readily understand it. It encourages primary teachers to be more patient and creative to deal with the constraints of teaching English in the classroom.

This study shows that during English lessons, teachers communicate with students in MIN 3 Aceh Barat and SD Gunong Kleng, but translate into Indonesian if necessary. Though there should be a consistent teaching of English by using strategies that help students understand instead of translating, this promotes students' language development. Teachers' benevolence, which all students should understand during the lesson, can also be interpreted as a disadvantage from the student's perspective, as their language development is at risk of being inhibited.

Finally, most teachers are teaching their students to English during the day, mainly during the morning gatherings. One teacher responded during the interviews that the students have good prior knowledge of the language, and have a high language level. This may be the case, but it may also be a result of the teacher's working strategies.

B. Recommendations

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

1. English language teacher

When exposing and teaching English in primary school, particularly as an English language teacher, it is crucial to provide English teaching strategies that can interest student's attention in learning English. It is better if the teacher can analyze students' characters first to find what teaching strategies are appropriate to be implemented in the classroom. The teachers should be patient in delivering English lessons and wise in facing all students who have different characters. It is better to join the community of teachers or

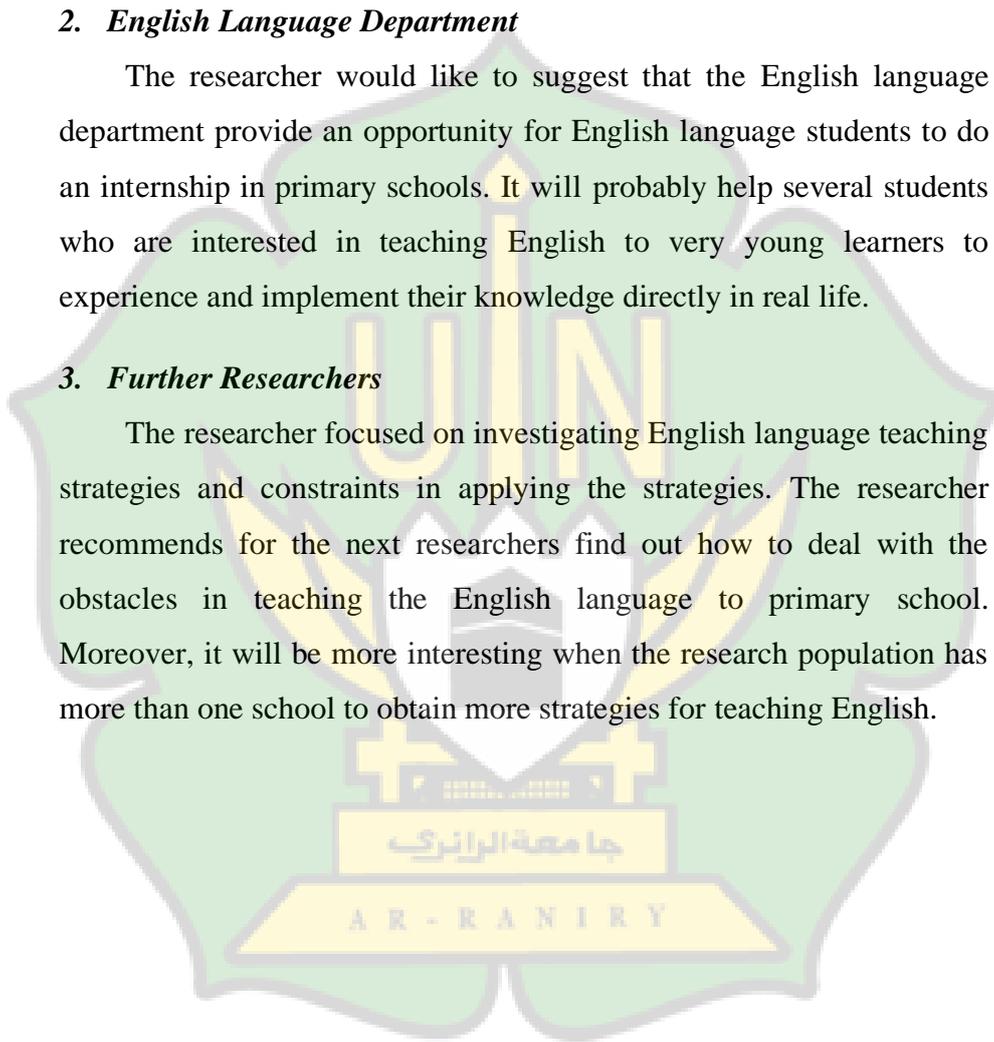
share information between English experienced teachers who teach young learners to update their knowledge, so you can create more activities to keep your students motivated to learn English. Furthermore, the teachers should be more creative in teaching kindergarten students since maintaining their attention while learning is quite difficult.

2. English Language Department

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

3. Further Researchers

The researcher focused on investigating English language teaching strategies and constraints in applying the strategies. The researcher recommends for the next researchers find out how to deal with the obstacles in teaching the English language to primary school. Moreover, it will be more interesting when the research population has more than one school to obtain more strategies for teaching English.



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APPENDICES



Appendix A
Appointment letter of supervisor



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-2292/UN.08/FTK/KP.07.6/01/2023

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 menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 03 Januari 2023
- MEMUTUSKAN**
- Menetapkan
PERTAMA : Menunjuk Saudara:
1. Prof. Dr. T. Zulfikar, M.Ed
2. Siti Khasinah, M.Pd
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : Yasa Mina Faqirah
NIM : 160203206
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **Teacher's Strategies in Exposing English to Primary School Students**
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 30 Januari 2023
Dekan

Saiful Huda

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;

Appendix B

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



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-6326/Un.08/FTK.1/TL.00/05/2023

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala MIN 3 Aceh Barat
2. Kepala SDN Gunong Kleng

Assalamu'alaikum Wr.Wb,

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

Nama/NIM : **YASA MINA FAQIRAH / 160203206**

Semester/Jurusan : / Pendidikan Bahasa Inggris

Alamat sekarang : Darussalam Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Teachers' Strategies for Exposing English to Primary School Students*

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

Banda Aceh, 31 Mei 2023

A R - an. Dekan I R Y

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 15 Juli 2023

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

Appendix C
Confirmation letter from MIN 3 Aceh Barat



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BARAT
MADRASAH IBTIDAIYAH NEGERI 3 ACEH BARAT

Alamat : Jl. Nasional Meulaboh – T. Tuun Km. 3,5 Telp. (0655) 8001144/HP. 085210235601
NPSN : 60703091, NSM : 11111050008, AKREDITASI : B, Email : min3abar@gmail.com

Nomor : B-137 /Mi.01.01.03/KP.00.1/06/2023
Lampiran : -
Perihal : Memberi Izin Melaksanakan Penelitian

Kepada Yth,
Wakil Dekan Bidang Akademik dan Kelembagaan
Universitas Islam Negeri Ar- Raniry

Di-

Tempat

Assalamualaikum Wr. Wb

Dengan Hormat

Sehubungan dengan surat permohonan izin penelitian Nomor : 1090 /Sti.17/JTK/PP.00.9/05/2023, B-6326/Un.08/FTK.1/TL.00/05/2023 benar nama dibawah ini :

Nama : **YASA MINA FAQIRAH**
NIM : 160203206
Jurusan : PENDIDIKAN BAHASA INGGRIS
Program Studi : Fakultas Tarbiyah dan Keguruan

Kami memberi izin Penelitian kepada Mahasiswa tersebut untuk menyelesaikan tugas akhir mata kuliah pada program S1 Universitas Islam Negeri Ar- Raniry dengan judul skripsi : *Teachers' Strategies for Exposing English to Primary School Students.*

Demikianlah surat ini kami buat untuk dapat dipergunakan seperlunya, dan kami ucapkan terima kasih.

Meureubo, 12 JUNI 2023
Kepala Madrasah

Nor An, S.Pd.1
NIP.196707021998031006

Appendix D

Confirmation letter from SD Gunong Kleng



**PEMERINTAH KABUPATEN ACEH BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH DASAR NEGERI GUNONG KLENG
Kec. Meureubo Kab. Aceh Barat
Jalan Meulaboh – Tapak Tuan Km 7,3**

**SURAT KETERANGAN
NO. 421.2/047/SDN/GK/2023**

Saya yang bertanda tangan dibawah ini :

Nama : YUNA SAIDI, S.Pd
NIP : 19720110 200604 1 004
Pangkat/ Golongan Ruang : Pembina/IV/a
Jabatan : Kepala Sekolah SD Negeri Gunong Kleng
Unit Kerja : SD Negeri Gunong Kleng

Dengan ini menyatakan bahwa mahasiswa yang beridentitas :

Nama : YASA MINA FAQIRAH
NIM : 160203206
Jurusan : Pendidikan Bahasa Inggris

Telah selesai melakukan penelitian di SD Negeri Gunong Kleng Kecamatan Meureubo Kabupaten Aceh Barat pada tanggal 12 Juni 2023 untuk memperoleh data penelitian dalam rangka penyusunan skripsi yang berjudul *“Teachers' Strategies for Exposing English to Primary School Students”*

Gunong Kleng, 14 Juni 2023

Kepala Sekolah

(Signature)
YUNA SAIDI, S.Pd
NIP. 19720110 200604 1 004

Appendix E

RESEARCH INSTRUMENT (Observation Sheet Result)

Date : June 12th, 2023
 Teacher : Mss. L
 School : MIN 3 Aceh Barat

No	Aspect	Yes	No	Descriptions
1.	The teacher comes on time	√		The teacher comes to the class shortly after the bell rings.
2.	The teacher greets the students	√		The teacher greets the student by English.
3.	The teacher checks the attendant list of students	√		To know who does not come.
4.	The teacher recalled the material last meeting	√		The teacher makes sure that students study at home.
5.	The teacher explains the material clearly	√		The teacher explains casually, seriously, and clearly.
6.	The teacher uses media for teaching	√		The teacher uses focus and a loudspeaker.
7.	The teacher uses language target	√		The language used by the teacher during the learning process is Indonesian and interspersed with English.
8.	The teacher bridge the language with the first language	√		To avoid miss understanding.
9.	The teacher uses the group method in teaching and learning	√		To answer the assignment with their friends.
10.	The teacher uses games in teaching and learning		√	The teacher does not use games.
11.	The teacher uses time efficiently	√		The teacher has used time effectively and efficiently because it is following the lesson hours. The teacher comes to class shortly after the bell rings and ends after the bell ends.
12.	The teacher gives feedback on the material	√		The teacher reviews the material that has been presented.

Date : June 14th, 2023
 Teacher : Mss. E
 School : SD Gunong Kleng

No	Aspect	Yes	No	Descriptions
1.	The teacher comes on time	√		The teacher comes to the class shortly after the bell rings.
2.	The teacher greets the students	√		The teacher greets the student by English.
3.	The teacher checks the attendant list of students	√		To know who does not come.
4.	The teacher recalled the material last meeting	√		The teacher reminds the task in the last meeting
5.	The teacher explains the material clearly	√		The students understand the material.
6.	The teacher uses media for teaching	√		The teacher use a whiteboard and marker to explain thematerial.
7.	The teacher uses language target	√		The language used by the teacher during the learning process is Indonesian and interspersed with English.
8.	The teacher bridge the language with the first language	√		To avoid miss understanding.
9.	The teacher uses the group method in teaching and learning	√		To answer the assignment with their friends.
10.	The teacher uses games in teaching and learning	√		The teacher uses games for learning new vocabulary in the class.
11.	The teacher uses time efficiently	√		The teacher can adjust the time available.
12.	The teacher gives feedback on the material		√	The teacher did not give feedback because time was running out but gives the assignment.

(Source: Wirdayanti, F. (2023). [*Identifying English Teachers' Teaching Strategies At Junior High School 16 Banda Aceh*](#). Banda Aceh, Indonesia: UIN Ar-Raniry Fakultas Tarbiyah dan Keguruan.)

Appendix F

**RESEARCH INSTRUMENT
(Interview Transcripts)**

Date :
 Teacher :
 School :
 List of Acronyms
 IN = Interviewer
 P1 = Interviewee

List of questions for the interview

1. Why do you teach English?
2. How long have you been teaching English in primary school?
3. How many hours a week do students learn English?
4. How important do you think English lessons are for students here?
5. What kind of strategies do you apply in teaching English?
6. Why do you choose the strategy?
7. How do you apply the strategy?
8. Does the strategy help you in teaching English?
9. Does the strategy have a big impact on the student's ability? How?
10. What are the obstacles that you faced in using the strategy?
11. Based on your opinion, why do the obstacles occur?
12. How do you cope with the obstacles?

Date : June 12th, 2023
 Teacher : Mss. L
 School : MIN 3 Aceh Barat
 List of Acronyms
 IN = Interviewer
 P1 = Mss. L

IN : Why do you teach English?

P1 : *Because I like the material*

IN : How long have you been teaching English in primary school?

P1 : *I have been teaching for 10 years at this school.*

IN : How many hours a week do students learn English?

P1 : *In a week I teach English for 6 hours.*

IN : How important do you think English lessons are for students here?

P1 : *The importance of learning English here so that students can realize the future generation and can deepen the material we teach.*

IN : What kind of strategies do you apply in teaching English?

P1 : *The strategy that I apply in teaching English is to use the projector so that students understand better in learning English.*

IN : Why do you choose the strategy?

P1 : *Because students understand more quickly by choosing the strategy.*

IN : How do you apply the strategy?

P1 : *How to implement it by using the projector, for example by displaying videos and pictures.*

IN : Does the strategy help you in teaching English?

P1 : *Yes, very helpful and easy to attract students' attention and make students more focused on the material being explained.*

IN : Does the strategy have a big impact on the student's ability? How?

P1 : *Yes, because students can already show changes or abilities in remembering the material that has been taught.*

IN : What are the obstacles that you faced in using the strategy?

P1 : *The obstacle is sometimes students don't focus on what material has been delivered by the teacher.*

IN : Based on your opinion, why do the obstacles occur?

P1 : *This obstacle occurs because students are more focused on watching the video than on the material to be delivered.*

IN : How do you cope with the obstacles?

P1 : *The way to overcome it must be to make the material even more interesting so that students are more focused on learning.*

Date : June 14th, 2023
 Teacher : Mss. E
 School : SD Gunong Kleng

List of Acronyms

IN = Interviewer

P2 = Mss. E

IN : Why do you teach English?

P2 : *Because it is proper for women. My background study is also English language, so I decided to be an English teacher. If we teach, we will keep improving our knowledge.*

IN : How long have you been teaching English in primary school?

P2 : *I have been teaching for 13 years at this school.*

IN : How many hours a week do students learn English?

P2 : *I teach English 8 hours a week.*

IN : How important do you think English lessons are for students here?

P2 : *I always said to my students the last semester after they finished the English examination in the semester that English broadens their minds, develops emotional skills in language, and the best point is to improve the quality of life by providing job opportunities in the future. like we know that English it's part of our country's curriculum. Furthermore, learning English can also broaden cultural horizons and facilitate travel and cultural exchange. Overall, English is an essential language for students to learn in today's globalized world.*

IN : What kind of strategies do you apply in teaching English?

P2 : *Playing games to introduce the subject is one of the strategies can I apply in my class.*

IN : Why do you choose the strategy?

P2 : *Variations of the game adapted to the material that I teach. It's very easy to find references from the goggle, especially since our school doesn't have learning media like schools in the cities. you know why right! I have to be creative in conveying lessons so that students don't get bored and can understand the material I'm conveying.. hmm....Is that the goal of teaching right?*

IN : How do you apply the strategy?

P2 : *like you see in the class before, playing with new words. Who can remember will give thunderous applause and also score for the students.*

IN : Does the strategy help you in teaching English?

P2 : *Of course, I think. I can see the student has more control when I apply that strategy. Not only play games but when the teaching learning is active by asking questions for them.*

- IN : Does the strategy have a big impact on the student's ability? How?
 P2 : *I more often hold games in the learning process so that all students can actively participate in the English learning process and all children will have their turn to show their ability to master the material and speak English.*
- IN : What are the obstacles that you faced in using the strategy?
 P2 : *My opinion with my experience, each student has different behavior. Some of them learn quietly, but some of them are more active. So, sometimes they disturb their friends, and we as a teacher need to manage the class to make an effective learning classroom. Because every character of the student is different. Some of them are shy, some of them are talked actively, and then some of them want to learn with their request and ask anything.*
- IN : Based on your opinion, why do the obstacles occur?
 P2 : *Nowadays, teachers are trying differential teaching strategies to satisfy slow learners and quick learners. Don't make the class bored.*
- IN : How do you cope with the obstacles?
 P2 : *So the obstacles can be done in the class when you Expose English not easy for young students but every challenge can be faced when the teacher understands and get to know the student's needs in the English class so you can solve problems that occur in the class.*

