

**AN ANALYSIS OF ENGLISH TEACHERS' STRATEGIES IN
ENCOURAGING YOUNG LEARNERS' PARTICIPATION**

**(A Qualitative Study At MI PLUS JA-ALHAQ BENGKULU in Academic
Year 2020/2021)**

THESIS

Submitted as A Partial Requirements for the Degree of *Sarjana Pendidikan (S.Pd)*
in English Education Study Program



By

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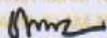
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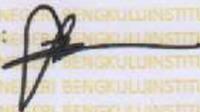
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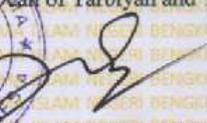
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا قُلْ....

Allah does not burden a person but according to his ability.

(Qs. Al-Baqarah: 286)

“We will never know the real answer before we try”

(RATNA JULI ASTUTI)

DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

1. My parents, Mr. Surhadi and Mrs. Kumala Yati have always loved and respected them. Thank you very much for your support, prayers, and patience to make my education successful, and words will not be enough to express my gratitude.
2. My beloved sisters Liti Hendriani and Puspa Amelia, Brother-in-law Jumarlin, and my nephews Andika Firmanzah and Syafiq Azzahran. Thank you for your motivation, help, and encouragement during my education, and also give me support when I was down.
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I hereby sincerely state that the thesis entitled “*An Analysis of English Teachers’ Strategies in Encouraging Young Learners Participation (A Qualitative study at MI Ja-alHaq Bengkulu in Academic year 2020/2021)*” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2020

Stated by ,

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Second. *Shalawat* and *Salam* always dedicated to our lovely Prophet Muhammad SAW, the last prophet who had guided us from the darkness to the lightness.

The researcher realizes that this research will never be complete without support, cooperation, help and encouragement from a lot of people.

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Finally this research is expected to be able to provide useful knowledge and information to the readers. Moreover, the writer is pleased to accept more suggestion and contribution from the reader for the improvement of the research.

Bengkulu, 2020

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ABSTRACT

Ratna Juli Astuti. *An Analysis of English Teachers' Strategies in Encouraging Young Learners Participation (A Qualitative Study at MI Ja-alHaq Bengkulu in the Academic Year 2020/2021).* A Thesis of Undergraduate Degree at English Department, Tarbiyah and Tadris Faculty, State Islamic Institute of Bengkulu 2020.

Advisor: 1. Dr. Syamsul Rizal, M.Pd 2. Reko Serasi, M.A.

The aim of this study was to determine the teaching strategies carried out by the teacher in encouraging students' participation in the English class. To conduct this research, Two English teachers in young learners at Madrasah Ibtidaiyah Plus Ja-alHaq Bengkulu were selected as participants. Descriptive method is used to conduct research. The instrument used to collect data, observation, documentation, and interviews. According to Bonnie Piller and Mary Jo Skillings, strategies in teaching to young learners are: demonstration, choral drill, look and say, pictorial illustration, verbal illustration, association, questioning, narration, and read and say. Based on the research results, it is known that there are eight teaching strategies used by teachers that have succeeded in encouraging young learners' participation. Teacher 1 was more dominant in using the strategy of verbal illustration 20,83%, demonstration and questioning 16,67%. Meanwhile, Teacher 2 is more dominant in using the verbal illustration strategy 23,80% and the questioning strategy 19,04%. The interaction between the nine teaching strategies occurred between student-content, student-to-student, and student-teacher. However, the most significant strategies teachers often use to encourage young student participation are: verbal illustration, demonstration, look and say, and questioning.

Key words: Teaching Strategies, Young Learners Participation.

ABSTRAK

Ratna Juli Astuti. *An Analysis of English Teachers' Strategies in Encouraging Young Learners Participation (A Qualitative Study at MI Ja-alHaq Bengkulu in the Academic Year 2020/2021).* Skripsi S1 Jurusan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri Bengkulu 2020.

Pembimbing: 1. Dr. Syamsul Rizal, M.Pd 2. Reko Serasi, M.A.

Tujuan penelitian ini adalah untuk mengetahui strategi pengajaran yang dilakukan oleh guru bahasa Inggris dalam mendorong partisipasi siswa di kelas. Untuk melakukan penelitian ini, dua guru bahasa Inggris pada pembelajar muda di Madrasah Ibtidaiyah Plus Ja-alHaq Bengkulu dipilih sebagai peserta. Peneliti menggunakan teknik purposive sampling untuk memilih partisipan dalam pendekatan kualitatif, karena peneliti hanya fokus pada strategi guru bahasa Inggris untuk pelajar muda. Penelitian ini menggunakan metode deskriptif. Instrumen yang digunakan untuk mengumpulkan data, yakni observasi, dokumentasi, dan wawancara. Menurut Bonnie Piller and Mary Jo Skillings strategi dalam mengajar anak muda yaitu: demonstrasi, latihan paduan suara/bernyanyi bersama, melihat dan berkata, ilustrasi bergambar, ilustrasi verbal, asosiasi, tanya jawab, narasi, dan membaca dan berkata. Berdasarkan hasil penelitian diketahui bahwa ada delapan strategi pengajaran yang digunakan guru yang berhasil mendorong partisipasi pelajar muda. Guru 1 lebih dominan menggunakan strategi ilustrasi verbal 20,83%, demonstrasi dan tanya jawab 16,67%. Sedangkan Guru 2 lebih dominan menggunakan strategi ilustrasi verbal 23,80% dan strategi bertanya 19,04%. Interaksi antara sembilan strategi pengajaran terjadi antara siswa-konten, siswa ke siswa, dan siswa ke guru. Namun, strategi paling signifikan yang sering digunakan guru untuk mendorong partisipasi siswa muda adalah: ilustrasi verbal, demonstrasi, lihat dan katakan, dan bertanya.

Kata kunci: Strategi Mengajar, Partisipasi Siswa Muda.

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CHAPTER I

INTRODUCTION

A. Background of the Research

In both formal and non-formal education, foreign language learners study the English language. Young learners in Indonesia need to master the English language because of the era of globalization. However, if the students enjoy the class exercises, English can be a very enjoyable language to learn. By doing many things, such as using games, teachers would be able to make the class enjoyable.¹

In teaching English to young learners, as stated by McCloskey, there are eight principles that a teacher should take into account. They are: offer learners enjoyable, active roles in learning experience; help students develop and practice the language through collaboration; use multi-dimensional, thematically organized activities; provide comprehensible input with scaffolding; vocabulary learning; an active approach; integrate language with content; validate and integrate home language and culture; provide clear goals and feedback on performance.² The English language has been taught in every school, many teachers teach it with some strategies. Such as

¹ Scott, W. A. & Ytreberg L. H. *Teaching English to Children*. London. (New York: Longman.1990). P.57

² McCloskey, M. L. (2014). *Teaching Young Learners of English: Integrating Principles and Practices*. Retrived on February, 17, 2021

demonstration's strategy, choral drill, and others. So the teacher can get the teaching purpose easily.

The purpose of teaching itself is to improve students' process skills in obtaining and using information. In its role, the teacher's strategy is very dominant in supporting student success. Teaching context strategies are defined as general patterns of teacher actions and student manifestation learning activities. So it is necessary to know that the teaching strategy requires more than one strategy because these strategies have many kinds. In improving the teaching strategy, the teacher can choose several learning strategies used in English that are in accordance with the desired goals.

An English teacher not only thinks about what the study will and how it is studied, but about who study received, what the meaning of study for the student, and what student's ability have to follow learning activities. It means that certain learning methods in the learning process must be understood by a factor and by the master. The learning technique is how the instructor chooses how to learn. It can help a teacher to teach a student as easy as to get the goal of studying.³ According to several opinions above, it is concluded that teaching success, a teacher should have basic ability in teaching to do the learning process.

³ Nilson, L. B. (2016). *Teaching at its Best: A Research-Based Resource for College Instructors*. John Wiley & Sons. P.11

Madrasah Ibtidaiyah Plus Ja-alHaq is one of the madrasah in Bengkulu. Based on the researcher's pre-observation at the fifth-grade students of MI Plus Ja-alHaq on Wednesday, 16th October 2019, the researcher wants to do the research in MI Ja-Alhaq because of some reasons. Researcher want to know how the English teacher's strategy in teaching is to encourage student participation.

When researcher internship there for 2 months, researcher found it a good criterion. Meanwhile, researcher found a case that was going on there. The teacher had difficulty implementing the strategy maximally because he only believed that the lack of student motivation was one of the main problems of learning English. Student motivation can come from outside such as association with friends, family conditions and the environment where they live is less supportive of that direction. Second is the large number of students who consider English a difficult subject. This may be due to the students' previous minimal knowledge of English and the striking differences between English and Indonesian, especially in the pronunciation of vocabulary and sentence patterns they use. The third is insufficient time for practice. class time is often very short; once a week. and the last one is that the facilities and teaching materials are not enough. On the contrary, they have to do their best to make their students successful and teachers try to use several strategies to encourage the participation of young students.

Based on the problems described earlier, the researcher has the motivation to do the research "An Analysis of English Teachers' Strategies in

Encouraging Young Learners Participation (A case study at MI Plus Ja-alHaq Bengkulu in the Academic year 2020/2021)”.

B. Identifications of the Research

Based on the detailed explanation in the background above, the problems in this research can be identified as follows:

1. Some students who don't understand English.
2. Students find English difficult.
3. The environment is less supportive.
4. Lack of facilities and media.

C. Limitation of the Research

The focus of this research is on the implementation of the teaching strategies used by two English teachers of class V MI Plus Ja-alHaq Bengkulu during class learning in academic year 2020/2021. The researcher used the teacher strategy theory proposed by Bonnie Piller and Mary Jo.

D. Research Questions

Based on the background above, the problems of this research are:

1. What are the teachers' strategies in teaching English at MI Plus Ja-alHaq Bengkulu?
2. How do the teachers apply those strategies in teaching English to encourage young learners' participation at MI Plus Ja-alHaq Bengkulu?

E. Objectives the Research

The objectives of the research are:

1. To describe the strategies of teaching that are used by English teachers at MI Plus Ja-alHaq Bengkulu.
2. To describe how teachers apply those strategies in teaching English to encourage young learners participation at MI Ja-alHaq Bengkulu.

F. Significances of the Study

The result of this research is expected to give important information for the students and English teachers. The significances are:

1. For Students

The students can be more enthusiastic in learning based on the strategies that have been applied.

2. For Teachers

- a. The teachers will make the right follow-up for applying English teachers' strategies which are going to be used to make the teaching-learning process successful.
- b. Through this study, the English teachers will be more able to apply suitable methods in their teaching-learning process in young learners.

G. Definition of Key Terms

Teaching strategy is an essential component of the teaching-learning process because the teacher needs strategies to achieve the purpose of the study which states:

1. English Teachers

English teacher is person who teaches English specifically English subject matter for the students.

2. Young Learners

According to Cameron, young learner is being learner aged between five and twelve years old, so the young learner's age is in elementary school.⁴

3. Teachers' Strategies

Teachers' strategies as a deliberate action of the teacher, intended to result in student learning.

⁴ Cameron, Lynne. *Teaching Languages to Young Learners*. (New York: Cambridge University Press. 2001),p.3

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching Young Learner

1. Teaching

"Teaching is guiding and facilitating learning, allowing the learner to learn, setting the conditions for learning," According to Drown. This ensures that teaching provides the students with assistance and facilities for the students to learn well. Teaching is both cognitive and behavioral, and theories and beliefs of teachers about teaching, teachers, and learners direct their practice of acts in the information classroom. This implies that the process of passing information from teacher to student is teaching. The teacher must know about the activities of teaching and the conduct of students.⁵ Based on the statement above, it could be concluded that teaching provides assistance facilities to students to transfer knowledge from the teacher to students.

2. Definition of Young Learner

Young learners according to Curtain and Dahlberg are divided into four bases on their age, they are first, pre-school student ages 2-4 years normally still at a kindergarten school. Secondly, Primary students ages 5-7 years and thirdly, Intermediate students ages 8-10 formally at

⁵ Freeman, D. *Teacher Training, Development, and Decision Making: A Model of Teaching and Related Strategies for Language Teacher Education*. (TESOL Quarterly. 1989) Pages.27-45.

elementary school and the last Early adolescent student ages 11-14 formally at junior high school.⁶

The most significant features of young learners are their propensity to be active, some of which are more active than others. Teachers should be concerned about children who are very passive or active in their actions. Another characteristic of children that is most noticeable is their high level of activity, it is their tendency to be curious. Undoubtedly, you have noticed how sensitive children are to the many items in their world and how fast their focus moves from one aspect to another.⁷

Young learners are primary students. According to Cameron young learners are between the age of approximately five and twelve.⁸ In the education systems, young learners are children who are in primary or elementary school. In addition, young learners have the characteristics, which are:⁹

- 1) They can differentiate objects based on their characteristics;
- 2) they can arrange logical combination where A is fewer than B and B is fewer than C, etc;

⁶ Curtain, H. A., & Dahlberg, C. A. (2004). *Languages and Children, Making the Match: New Languages for Young Learners*. (Allyn & Bacon: 2004). P.6

⁷ Kenneth T. Henson and Delmar Janke. *Elementary Science Methods*, (United States of America: Mc Grow-Hill. 1984) p.24.

⁸ Cameron, Lynne. *Teaching Languages to Young Learners*. (New York: Cambridge University Press. 2001). P.3

⁹ Pinter, A. (2017). *Teaching Young Language Learners*. Oxford University Press. P.8

- 3) they can develop a way to think which is reasonable and systematic, but they still think based on the physical.

There are many statements about the meaning of young learners. "Young students convinced as English students between the ages of 7 and 15". Young learners are students studying in elementary or high school-aged 7-15 and they are learning English as a second language.

According to Pribilova, she says "the term young learner covers a wide age range. This could be anybody from the age of three to the age of eighteen. There is a big difference between what a three-year-old child can do and what a child of fifteen can do. Some children develop faster, others need more time".¹⁰ The young learners are the students of the elementary school from the age of 6-12 years old. They could be subdivided into two groups: they are a younger group (6-8 years old) and older group (9-12 years old). According to their level, they called students of lower classes such as first, second, and third years students and upper classes namely fourth, fifth, and six years students. Meanwhile, Scott and Ytreberg subdivided them into two groups: they are level one (5-7 years old) and level two (8-10 years old).¹¹

¹⁰ Pribilova, Lenka. *Teaching Vocabulary to Young Learners*. (Brno: Masaryk University, 2006). P.10

¹¹ Scott, W. A. & Ytreberg L. H. *Teaching English to Children*. (London New York: Longman, 1990). P.18

From the above explanation, it can be seen that the definition of young learners is those aged between 6-12 years. As we know that in Indonesia the standard age for children to start primary education is 6 years.

3. The Characteristics of Young Learner

Primary students as young learners have different characteristics from adult learners. Primary teachers' challenge is for choosing appropriate strategies to teach their students. In the teaching and learning process, the teacher implemented several strategies. The strategy selection in the teaching and learning process influenced the success of learning objectives. Selecting a fault strategy would impede the teaching and learning process. So, the teacher must choose appropriate strategies for teaching young learners.

In learning a foreign language, children and adults have different perceptions because they have different characteristics. Children are more enthusiastic than adults. Moreover, they like to please teacher but they can lose their interest easily in the materials given.¹²

Cameron states that children have a number of characteristics that teachers of English need to keep in mind when they are planning to set up activities. They are highly motivated, enthusiastic, and lively learners. On the other hand, they do not find it easy to use language to talk about something because they do not have the same access as the older learners

¹² Cameron, Lynne. *Teaching Languages to Young Learners*. (New York: Cambridge University Press. 2001). P.5

to reach meanings. Teachers are the ones who can help them maximize their ability to acquire the given knowledge.¹³

Characteristic of a young learner according to the Nunan:¹⁴

- 1) Children are in pre-school or in the first few years of schooling.
- 2) In general, they have a holistic approach to language. This means they understand meaningful messages but have not yet been able to analyze the language.
- 3) They have a lower level of awareness of the learning process.
- 4) They have limited reading and writing skills, even in their first language.
- 5) They are usually more concerned about themselves than others.

According to Harmer, the characteristics of young learners have eleven characteristics:¹⁵ 1) Young learners respond although they do not understand; 2) young learners learn everything around them; 3) they learn indirectly rather than directly; 4) young learners understand mostly when they see, hear, touch and interact rather than explanation. It is difficult to deal with abstract concepts; 5) in general, young learners show curiosity about the world and enthusiasm for learning a language; 6) young learners like to talk about themselves and respond to learning that uses their lives as the main theme; 7) young learners love to discover

¹³ Ibid. P.1.

¹⁴ Nunan, David. *Teaching English to Young Learners*. (USA: Anaheim. University Press. 2011). P 2

¹⁵ Jeremy Harmer. *How to Teach English* (England: Pearson Education Limited. 2007), p.37

things, to make or draw things, to use their imagination, to move from one place to another, to solve puzzles; 8) young learners have a short attention span, they can get easily bored after 5-10 minutes; 9) teachers should have a rich repertoire of activities to help young learners receive information from a variety of sources and to plan a range of activities over a given period of time; 10) teachers are expected to work with students individually or in groups; teachers need to be aware of the interests of the students to motivate them.; and 11) the classroom should be colorful and bright with enough room for a variety of activities.

Meanwhile, Scott and Yteberg have identified the general characteristics of children as young learners.¹⁶ The characteristics mentioned are as follows: they understand the situation more quickly than understand the language used; their own understanding comes through hands and eyes and ears; they are very logical; they have very short attention and concentration span; they sometimes have difficulty in knowing what fact is and what fiction is; they cannot decide for themselves what to learn; they love to play and learn best when they are enjoying themselves; they seldom admit that they don't know something either; they are enthusiastic and positive about learning; they have their own world.

¹⁶ Scott, Wendy A and Lisbeth H. Yteberg. *Teaching English to Children*. (Harlow: Longman.2010). P.1-2

Considering the characteristics mentioned above, the teachers' way in teaching young learner is also different from the way the teacher teach adults. The differences between teaching English to young learners and adults lay on the linguistic, psychological, and social development of the learners, and that, as a result, we need to adjust the way we think about the language we teach and the classroom activities we use.¹⁷

In addition, Brumfit has a list of the characteristics which young learners share: Young learners are only just beginning their schooling.

- 1) As a group they are potentially more differentiated than secondary or adult learners.
- 2) They tend to be keen and enthusiastic learners.
- 3) Their learning can be closely linked with their development of ideas and concepts.
- 4) They need physical movement and activity as much as stimulation for their thinking.¹⁸

The teacher should know the characteristics of infants, or the characteristics of young learners you have taught, if you are an teacher. Young learners mean children aged between the first year of formal schooling (5 or 6 years) and 11 or 12 years of age. Young learners have their own special features that separate them from adult learners. The

¹⁷ Cameron, Lynne. *Teaching Languages to Young Learners*. (New York: Cambridge University Press.2001) P.6.

¹⁸ Brumfit, Christopher and Rosamond Mitchell. *Research in the Language Classroom*. (London: Macmillan Publisher Ltd.1997). P.5

teacher should be recognized and understood to contribute to improving the standard of their teaching and learning process.

According to Shin there are some ways in which children learn as follows:¹⁹

- 1) How children learn children is an active learners and thinkers
- 2) Children learn through from social interactions
- 3) Children learn effectively by scaffolding adults

As a result, teaching English to young learners needs the skills as a good teacher, so that young learners can understand the material, keep up with the task, learn the language and manage it. In addition, teaching English as foreign language to young learners requires that teachers have a thorough understanding of the development, needs the characteristics of young learners.

On the other hand, children are more enthusiasm than adults. They will be enthusiastic if they are taught using fun activities or being involved in activities. Teaching young learners differs from adults. Children have special characteristics in learning the language.²⁰ They respond the language well through concrete things (visual things) rather than abstract things. Physical movements and real activities

¹⁹ Shin, J. K. (2017). Get up and Sing! Get up and Move! Using Songs and Movement with Young Learners of English. In *English Teaching Forum* (Vol. 55, No. 2, pp. 14-25). P.15

²⁰ Pinter, A. *Teaching Young Language Learners*. Oxford University Press. (2017). P.25

needed by them to stimulate their thinking. Consequently, teaching them requires different methods. The teacher should know and be aware of some characteristics in order to choose the best technique and method in helping the children to learn.

B. Teaching Strategy

1. Definition of Teaching Strategy

According to Stone and Morris in Isaac, teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies. Isaac also explains that teaching strategies are the behavior of the teacher which he/she manifests 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.²¹

Strategies are used to obtain success or success in achieving goals. Strategy is different from the method, the strategy refers to a plan to achieve something, while the method is a way that can be used to implement the strategy. In other words, strategy is a plan of operation achieving something. While the method is a way in achieving something.

Strategies are steps or action taken for the purpose of winning a war, other definition of strategy is an effort to achieve of succes goal. According to J. R David, in an education context, the strategy is a plan,

²¹ Issac, Jerin C. *Methods and Strategies of Teaching: An Overview*. (Pondicherry University Press.2010). P.4

method, or series of activities designed to achieve a particular educational goal.²²

Teaching strategy is a teaching activities that must done by the teacher and the student so that the purpose of teaching reached effectively and efficiently.

Based on the definition above, it can be concluded that teaching strategies are a plan prepared by the teacher to achieve certain educational goals.

From some understanding of learning strategies, it was concluded that the learning strategy is an approach in 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.

C. English Teachers' Strategies for Young Learners

According to Brown, Teaching is present and serve someone to learn how to do something, to give knowledge, to guide in learning something that is meat to understand²³. From the definition above student will learn something new about anything that includes language.

Teaching English for young learners is not easy as teaching English to adult learner. It is completely different. According Cameron, Teacher needs to demonstrate progressively the potential to provide essential information to

²² David, J.R. *Teaching Strategies for College Class Room*, (1976). P.3.

²³ Brown, H. D. *Teaching by principles: An Interactive Approach to Language Pedagogy*, second edition. New York: Longman. (2001). P.10

young learners²⁴. Educating young learners must give additional consideration to learning in the learning process. It is not as simple as what the scientist had imagined, the teacher must have a sense of patience, imagination, humor, a high spirit, and become the mother of the young learners. In addition, teachers need skills to analyze learning task using a language that is more acceptable for children to convey a message. As a result, teaching English to young learners need the skills of a good teacher so that young learners can understand the material, keep up with the task, learn the language, and manage it.

Teaching strategies for primary level of students by Bonnie Piller and Mary Jo Skillings California State University, San Bernardino USA: Demonstration, Choral Drill, Look and Say, Pictorial Illustration, Verbal Illustration, Association, Questioning, Narration, Read and Say.²⁵

1. Strategy 1: Demonstration

Demonstration includes the use of real objects, performing actions, using gestures, and facial expressions. It is used for presenting words like toy or hat. Demonstration can be used for sentence patterns that stand for concrete ideas. For example, saying “I am looking at my watch”, or “I am cleaning the chalkboard” while performing these actions. The teaching strategy includes the teacher doing the demonstration and students practicing with feedback from the teacher. Demonstration is

²⁴Cameron, Lynne.(2001). *Teaching Languages to Young Learner*. New York. Cambridge University press. P.23

²⁵ Piller, B., & Mary. J. S. *English Language Teaching Strategies Used by Primary Teacher in One New Delhi*. (India School:2005). P.10-12

important. Demonstration builds connections between new knowledge and what the child already knows.

2. Strategy 2: Choral Drill

In Choral Drill the children all chant together following along as the teacher leads. It is the repeating of poems, nursery rhymes, the alphabet, an alphabet song, sentence patterns, and vocabulary lists. Children repeat the melody and rhythm. Choral Drill presented speaking aloud and verbatim memorization. Current brain research supports the idea of speaking aloud. Speaking generates more electrical energy in the brain than just thinking about something. Choral drill is also a powerful way to cause over-learning to occur. Over-learning, that is, continuing to recite after something is memorized, creates deeper memory traces that make for longer retention.

3. Strategy 3: Look and Say

Look and Say is the technique of students listening to the teacher and looking at the object or print, then repeating a word or sentence after the teacher. Children either watch as the teacher points to the words on the chalkboard or individually point to the print on a page or in a textbook.

4. Strategy 4: Pictorial Illustration

Pictorial illustration is the use of blackboard drawings, diagrams, sketches, match-stick figures, photographs, maps, and textbook

illustrations. These are used for presenting words and structures that stand for concrete ideas.

5. Strategy 5: Verbal Illustration.

Teachers at each level used Verbal Illustration. Sometimes this was simply giving a phrase or sentence that showed the typical use of the word in context, as in “the sky is blue”.

6. Strategy 6: Association

Association was used for presenting vocabulary items. Teachers used Association for synonyms, antonyms, and simple definitions. For example, blossom - flower (synonym) diligent - hardworking (synonym) fresh - stale (antonym) lad-means a boy (definition).

7. Strategy 7: Questioning

Questioning is another strategy that is used in lessons at all levels. It is used in the introduction. The questioning section of the lessons appeared to be for the purpose of developing thinking processes for concept formation.

8. Strategy 8: Narration

Narration strategy is the process of teaching and learning by telling stories or in familiar English because storytelling helps enrich children's vocabulary. Children can learn vocabulary by understanding the contents of the story. The context of storytelling helps develop vocabulary. A part from vocabulary, children will learn many other things including the

customs of local storytelling and the moral messages that have been sent. Students begin to learn the stylistic conventions found in traditional fairy tales, such as standard beginnings, language repetition, show repetition, flat characterization, and moralistic ending. So that the repetition of the story reader (teacher) is needed to create an understanding of the story plot.

9. Strategy 9: Read and Say

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

D. Young Learners Participation

Participation is required in learning, students must be active in participating in learning. There is no learning if there is no activity. That is the reason activity is a very important principle in interaction interactions.

According to Hamzah:

Berdasarkan prinsip berpusat pada siswa, siswa merupakan pusat dari suatu kegiatan belajar. Hal ini dikenal dengan CBSA (Cara Belajar Siswa Aktif) yang artinya proses pembelajaran akan lebih berhasil apabila siswa secara aktif melaksanakan latihan secara langsung dan relevan dengan tujuan pembelajaran yang telah ditetapkan.

Based on the principle of student centered, students are the center of a learning activity. This is known as CBSA (Way of Active Student Learning) whose meaning is that the learning process will be more

successful if the students actively carry out exercises directly and are relevant to the stated learning goals.²⁶

There are several important things related to student participation, as follows.

- a) Exercises and practices should be done after students have been given information about a particular knowledge, attitude or skill. So that the material is truly internalized, the next activity is that students should be given the opportunity to practice or practice the knowledge, attitudes, or skills.
- b) Feedback

As soon as students exhibit behavior as a result of their learning, the teacher gives feedback on the learning outcomes. Through the feedback given by the teacher, students will immediately find out whether the answer that is an activity that they have done is right / wrong, right / incorrect, or something has been corrected. Feedback can be in the form of positive reinforcement and negative reinforcement. Through positive reinforcement (good, right), it is hoped that the behavior will continue to be maintained or demonstrated by students. Conversely, through negative reinforcement (incorrect, wrong, needs to be refined, etc.), it is hoped that the behavior will be eliminated or students will not repeat similar mistakes.

²⁶ I Hamzah B.Uno.*Model pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif* (Jakarta:PT Bumi Aksara,2012). P.6.

E. Previous Relevant Studies

Previous research related to this research was a study conducted by Devita Ratna Sari (123411034), a student of the Teacher Training and Education Faculty of Walisongo State Islamic University Semarang with the title "Learning English for Young Learners in Islamic Elementary Schools. Al-Azhar 29 Mijen Semarang ". This thesis discusses English learning in fifth grade students of Islamic Elementary School Al-Azhar 29 Semarang in the 2015/2016 academic year. The purpose of this study was to determine English learning in fifth grade students of Islamic Elementary School Al-Azhar 29 Semarang in terms of English language teaching materials, teaching methods, and learning assessments.

This study used a qualitative approach because the data were analyzed using sentences. The data were collected by three techniques, observation, interview, and documentation. The process of data analysis involved three activities; data reduction, data display, and conclusion drawing or verification. Descriptive qualitative analysis was used to present the result of the study in the form of a descriptive explanation. These descriptions were analyzed based on the principles of the English teaching and learning process in young learners' education.²⁷

²⁷ Devita Ratnasari (123411034), *English Language Teaching and Learning for Young Learners at SD Islam Al-Azhar 29 Semarang*, Thesis (Semarang: Program Sarjana UIN Walisongo, 2016), p.IV. <http://eprints.walisongo.ac.id/6153/1/123411034.pdf>. (Retrieved on 18th June 2020)

The results showed that there were three specific syllabus and lesson plans compiled by the teacher. The language material covered in the textbook provided by the Al-Azhar central foundation. Textbooks are specially designed for young learners. Some teaching and learning methods are Cooperative Learning, Problem Solving, Audio Lingual Method, Grammar Translation Method, Total Physical Response, and Direct Method. Assessment of learning English is a test and non-test. Tests are true-false questions, matching questions, multiple-choice and non-tests are checklists, and grading scales.

And others previous researcher Gili Nur Indah Liyaningsih with the title "*Teachers' Strategies In Teaching English Vocabulary To Young Learners*" (*A Descriptive Study on Teaching Vocabulary at the Third Grade Students of MI Kedungharjo in Academic Year 2015/2016*). This study aims to describe the vocabulary learning carried out by the teacher to the third grade students of MI Kedungharjo in the academic year 2015/2016. The research was conducted to find out how vocabulary learning was applied by the teacher, such as the material used by the teacher, the media used by the teacher, the techniques used by the teacher, the problem and solutions faced in implementing the learning process.

The researcher used descriptive qualitative data to analyze. Data collection was carried out by observing the teaching and learning process, conducting interviews, and documenting some important data that supported this research. Data were collected from interview manuscripts, field notes,

syllabus, textbooks, and lesson plans. Data analysis techniques are data reduction, data analysis, data presentation, and concluding. The subject of this research is an English teacher at MI Kedungharjo. The object of this research is focused on the process of learning vocabulary in class III MI Kedungharjo.

Based on the data collected, the researcher concluded that the materials used by the English teacher were (1) Hospital, (2) Food and Beverage, (3) Time, (4) Clothes and Colors, and (5) Bedroom Objects. The media used by the English teacher are real objects, pictures, videos, and students' English books. Then, the strategies used by the teacher are (1) Translation, (2) Memorization, (3) Playing games, (4) Singing songs. The problems with the implementation of the teachers' strategy stem from three aspects, namely: (A) Problems from the teacher itself, such as: (1) The teacher has problems motivating students to learn vocabulary, (2) The teacher has problems managing the class. (B) Problems from students such as (1) the classroom environment and (2) students find it difficult to learn English, (C) Problems from school such as lack of media, especially LCD.²⁸

The similarity from those theses with this research is on the methodology, where it used descriptive-qualitative method. The differences are on the purposes of this research are to determine English learning in fifth-grade students of Islamic Elementary School Al-Azhar 29 Semarang in terms

²⁸ Gili Nur Indah Liyaningsih. *Teachers' Strategies in Teaching English Vocabulary to Young Learners (A Descriptive Study on Teaching Vocabulary at the Third Grade Students of MI Kedungharjo in Academic Year 2015/2016)*. Thesis. (English Education Study Program. Islamic Education and Teacher Training Faculty. IAIN. 2017).<http://Gili.Nur.Indah.2017.pdf>. (Retrieved on 18th June 2020)

of English language teaching materials, teaching methods, and learning assessments and to describe the strategies of teaching vocabulary learning carried out by the teacher. while my research is investigate the English teachers' strategies in encouraging young learners participation at MI Plus Ja-alHaq.

F. Theoretical Framework

The first research question is English teachers' strategies and the second one how do teachers applied his strategies in teaching. To answer those research questions, the researcher used Bonnie Piller and Mary Jo's theory. The researcher also addresses the theory of Bonnie Piller and Mary Jo to explain the sources of teachers' strategies.

CHAPTER III

METHODOLOGY

A. Research Design

The research design refers to the strategy to integrate the different components of research projects in a cohesive and coherent way. In this research, the researcher wanted to investigate teachers' strategies in encouraging young learners' participation. The researcher used the design descriptive qualitative. According to Creswell, descriptive research is an investigation which is a detailed rendering of people, places, or events in a setting qualitative research.⁵⁷ Descriptive research is carried out because the data analysis is presented descriptively.

This research is descriptive qualitative research that focuses on English teachers' strategies for young learners. According to McMillan & Scumacher, qualitative research explores the richness, depth, and complexity of phenomena.⁵⁸ The purpose of qualitative research is to provide descriptions of social phenomena which happen naturally. The research combines library and field research. Library research is to get secondary data and field research is for getting primary data from participants directly. Therefore, researcher was visit to the setting to do observation.

⁵⁷ Creswell, J. W. *Research Design: Qualitative & Quantitative Approaches*. (United States of America: Sage Publication, Inc. 1994) P.17

⁵⁸ McMillan, James H & Sally Schumacher. *Research in Education (A Conceptual Introduction)*. (New York: Addison Wesley Longman Inc. 2001). P.395

The strength of qualitative research is the ability to provide descriptions of how people experience a particular research problem. It provides information about the human side of a problem as opposed to an individual's behavior, beliefs, opinions, emotions, and relationships.

B. Subject of the Research

The objects and subjects of this study are:

1. Object

The object of this research is what and how do the teachers apply those strategies in teaching English to encourage young learners' participation at MI Plus Ja-alHaq Bengkulu.

2. Subjects

The subjects of this study were two English teachers of class V MI Plus Ja-alHaq Bengkulu in academic year 2020/2021. In the context of this research, the subjects were chosen deliberately. Teacher selection in this case is because researcher analyzed teacher strategies that encourage young learners' participation.

C. Data and Data Source

The research aims to obtain data. The data are the critical factors in the research that is in field and number phenomenon type. The researcher must know the results of the analysis from the data. The data collection has to be important to the research issue. The data in this study are qualitative descriptive data and have a qualitative data process for data analysis.

The data in this study was obtained by conducting interviews with participants about teacher competencies supported by an observation checklist to observe the results in detail and documentation to get the data descriptive.

The researcher required sources to get the available data while taking data. The data source is the focus of the analysis from which to collect the data. The crucial thing in researching is the data sources. Therefore, the source of the data is the material where the researcher can acquire the required information.

D. Data Collecting Technique and Instrument

To collect the data the researcher absolutely needs some method to assist the researcher. The researcher considers use of observation, interview and documentation in this research.

1. Observation

Observation is the process of collecting open, first-hand information from observation of people at the research site and places.⁵⁹ This instrument was aimed to obtain the data through the teaching-learning process.

Through observation, the data was collected by observation checklist. The observation is held in order to get the data about teachers' strategies in teaching and learning process, the steps observation to know the dominant types of teacher strategies they are:

⁵⁹ Jhon WCreswell, *Educational Research Planning Conduction and Evaluation Qualitative & Quantitative Approaches*. (London: Sage Publication, 2008), p. 316.

4										
5										

(Source: Bonnie and Piller and Mary Jo. 2005).

2. Documentation

Document refers to materials such as photographs, videos, films, memos, letters, diaries, clinical case records and memorabilia of all sort that can be used as supplemental information as part of study whose main data source is participant observation or interviewing.⁶⁰ Therefore, documentation method is a technique of collecting data that is indirectly given to research subject. The document are syllabus, lesson plan, and pictures.

In this case, by using instrument that was document where could be seen in the teachers' lesson plan and teachers' material to teach vocabulary, the researcher collected the data about English teachers' strategy.

3. Interview

The interview is an activity involving interviewers and interviewees where the interviewer was provided some questions for the interviewee to respond. A qualitative interview happens when the researcher asks general, open-ended questions from one or more respondents and record

⁶⁰ Bogdan, Robert C; Biklen.Knop Sari. *Basic of Qualitative Research. Techniques and Procedures for Developing Grounded Theory*. (London: Sage Publications, International Educational and Profesional Publisher.1998). P.57

their responses.⁶¹ The object of open-ended interviewing is not to put things in someone's mind but to access the person being interviewer's perspective.⁶²

In this research, the researcher used the technique of semi-structured interview, because semi-structured interview is a meeting in which the interviewer does not strictly follow a formalized list of questions. Instead, they will ask more open-ended questions, allowing for a discussion with the interviewer rather than a straightforward question-and-answer format.⁶³ Applying this technique interview was to create relax and flexible situation.

The researcher used the interview with teachers in the MI Ja-Alhaq Bengkulu. It used because to know how perception about English Teachers' strategies. The researcher used interviews to get about how the teacher applies their strategy to teaching English at MI Ja-Alhaq Bengkulu. The writer was interview one-on-one with English teachers and make a list of questions for English teachers. Following the table of interview question that used in this study:

⁶¹ Creswell, Jhon W. *Educational Research Planning Conduction and Evaluating Qualitative & Quantitative Approaches*: 4th edition London Sage Publication. (2012) P.103

⁶² Jhon W. Best & James V. Khan. *Research in Education* Tenth Edition. Pearson Education: USA. (2006). P.13

⁶³ Harrell, M. C., & Bradley, M. A. (2009). *Data Collection Methods. Semi-Structured Interviews and Focus Groups*. Rand National Defense Research Inst santa monica ca. P.87

Table 3.1
Grid of Interview List

Interview Guide An Analysis English Teachers' Strategies in Encouraging Young Learners' Participation			
Variable	Sub variable	Indicator	Items
1. Teacher competence in understanding learning strategies.	a) To describe the strategies of English teachers.	1. Mastering teacher strategy 2. Mastering the correct and effective teacher strategies in teaching 3. Mastering how to teach English in the classroom	1,2,3,
	b) To describe the implementation strategies of English teachers who encourage the participation of young learners.	1. Mastering how to teach English in accordance with the strategies that have been prepared 2. Mastering how when faced with a problem in teaching	4,5,6,7,8,

(Source: Bonnie and Piller and Mary Jo. 2005).

E. Research Procedure

The data collection procedure is as follows:

1. Researchers observe English learning in class.
2. After a little explanation, the researcher came to interview the English teacher.
3. Finally, the researcher documents the teacher and students during the lesson.

F. Technique of Data Analysis

In this research, the researcher used descriptive qualitative data analysis. Miles and Huberman said that the data processing was carried out at the beginning of data collection and after completing data collection,

it continues to be done.⁶⁴ Techniques for data processing called the *Intercative Model* contain four analytical operation phrases in both cyclic and interactive processes.⁶⁵

Researcher had analyzed the data in three parts based on expert statements: data reduction, data presentation, and concluding. Data analysis summarizes the data collected. It involves the interpretation of data collected through the use of analytical and logical reasoning to determine patterns, relationships, or trends in data analysis, and some of the procedures performed by the researcher. The following is the flow of researcher in processing data:

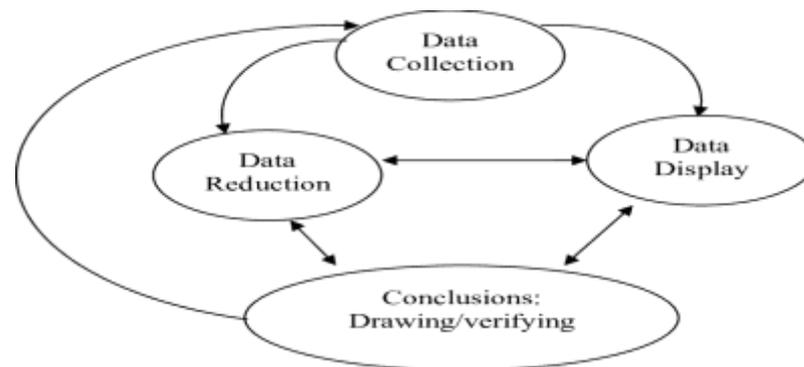


Figure 3.1 Components of Data Analysis: Interactive Model (Miles and Huberman, 1994:12)

⁶⁴ Miles, & Huberman. *Qualitative Data Analysis (Second Edi)*. (London New Delhi: International Education and Professional Publisher. 1994). P.8

⁶⁵ Beverley Hancock, et al. *An Introduction to Qualitative Research*. (The NIHR RDS for the East Midlands/Yorkshire & the Humber.2019) P.16

1. Data Collection

First, the researcher had collected data. In this study, the data collection that the researcher used was documentary observation, documentation, and interviews.

2. Reducing

In this process, the data is repeatedly reduced. Reducing data means summarizing, choosing and focusing on important things, finding themes and forms. In this step, the researcher obtains data from observation, interview and documentation

3. Data display

The next step in the analysis of data is to display the data after the reduction. The process of displaying data in the form of a table or essay has become more understandable. Miles and Huberman state looking at the displays help us to understand what's going on and do some further analysis or caution about that understanding.⁶⁶

4. Concluding

This is the conclusion of the last step of data analysis. The researcher started to see the data. The researcher analyzes all sections with the same code and then merges these categories and finds a link between the categories. The researcher can finally get the result and the conclusion of the research.

⁶⁶ Beverley Hancock, et al. *An Introduction to Qualitative Research*. (The NIHR RDS for the East Midlands/Yorkshire & the Humber 2009). P.16

G. Conclusion Drawing/verification

Based on this analysis, first the researcher has evaluated the school, the second researcher has carried out a content analysis that gets a distributed checklist of the resolution of the English teacher teaching strategy. Then the researcher has been looking for English strategies in teaching and then has been looking for what is there. And finally, researcher has believed how English strategies in teaching can be effective and attractive.

H. Trustworthiness

In analyzing the data of this study, researcher need to study and analyze the validity of data sources to obtain valid data. Researcher use triangulation to test the validity of the data. Triangulation is a data analysis technique that benefits something from the data itself to examine the results of the data or as a comparison data.⁶⁷

In this research, the researcher uses triangulation technique. Cohen stated that “Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior”.⁶⁸ Thus, triangulation technique means the researcher uses two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Further, Denzin stated that there are four techniques in triangulation. Those are: (1) source triangulation, (2)

⁶⁷ Moleong Lexy J. *Metodologi Penelitian Kualitatif*. PT Remaja Rosda Karya: Bandung. 2001 . P.178

⁶⁸ Cohen, L., Manion, L., & Morrison, K.. *Research methods in education*. routledge. 2017. P.112

investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation.⁶⁹

4. Source triangulation

In source triangulation, the researcher uses many sources or participants to get the accuracy of data.

5. Investigator triangulation

Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of data can be increased.

6. Methodological triangulation

Methodological triangulation refers to researcher uses more than one method in the research. Cohen explained "Methodological triangulation is using the same method on different occasions or different methods on the same object of study". Thus, methodological triangulation is making different method to get validity of data.⁷⁰

4. Theoretical triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. Here, the researcher is

⁶⁹ Denzin, N.K. (1978). *Sociological methods: A sourcebook*. New York, NY: McGraw-Hill. P. 545

⁷⁰ Cohen, L., Manion, L., & Morrison, K.. *Research Methods in Education*. routledge. 2017. P.113

demanded to have expert judgment to compare the finding of research with the certain theory.

From those types of triangulation, the researcher used methodological triangulation to get validity of data. Besides, the researcher collected the data by using interview guide which is supported by observation checklist and the researcher also uses documentation which can give evidence if the participants are people that is proper to be used as subject of research.

The researcher used the triangulation of data sources to compare and double-check the validation of the information. Invalidating the data, the researcher compared the data sources from interviews, observations, and documentation

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter presents the research findings and discussion. The findings of this study refer to the results obtained by data sources in the form of teacher questions during the learning process. These findings are the results to answer the two research questions. The research question is: what is the teacher's strategy in teaching English and how do the teachers apply those strategies in teaching English to encourage young learners' participation at MI Plus Ja-alHaq Bengkulu. The findings will be explained in the discussion section. The discussion has described the results of the research with the theory used in this study.

To start the analysis, the researcher paid attention to the English teacher while teaching in the classroom, to see whether the strategies used were in accordance with the theory formulated by the researcher. Next interview. The research was conducted in several meetings.

A. Results

1. Teachers' Strategies in Teaching English at MI Plus Ja-alHaq Bengkulu

Interviews were conducted on Monday in class V.A on November 16th, 2020, and Tuesday in class V.B on November 17th, 2020. Interviews were conducted with all participants and conducted in English and Indonesian.

The time allocation for teaching English in class V is one week once, every Monday. At MI Plus Ja-alHaq Bengkulu, there is no other time for the teaching process. This is the same as other lessons in the division of time, but it is not a problem to get students to master English lessons using appropriate methods. Returning to the goal of the English teaching and learning process at MI Plus Ja-alHaq Bengkulu, after graduating from there, students are ready to get more diverse material at Junior High School. MI Plus Ja-alHaq Bengkulu hopes that students can master the basics of English well.

The purpose of this qualitative research was to determine the strategies of the English teacher in class V MI Plus Ja-alHaq Bengkulu. Two participants were interviewed after the distribution of the consent form and to ask questions about this study. From interviews, data were collected. The general finding was that each participant explored their answers about the English teachers' strategies for young student participation in class.

The result of interview with T1 and T2 are as follow:

a. Teacher 1 (T1)

Reseacher:

Strategi apa yang ma'am gunakan saat mengajar bahasa Inggris?

(What strategies do you use when teaching English?)

Teacher 1 (T1):

Ya kalo saya mengajar bahasa Inggris ya itu tadi sesuai dengan materi/topiknya, misal saat mengajar speaking ya beda dengan saat mengajarkan reading.

(If I teach English that is accordance with the material/topic, for example speaking, it is different from teaching reading).

Researcher :

Apakah mam memiliki strategi khusus untuk mengajar bahasa Inggris?

(Do you have a specific strategy for teaching English?)

Teacher 1 (T1):

Emmm kalau untuk strategi khusus tidak ada, tapi disini saya mengedepankan kosakata ke siswa, jadi saya lebih ke membaca dan mengatakan dan selalu kita berikan contoh terlebih dahulu. Sebelum memulai pelajaran saya selalu menanyakan kosakata-kosakata yang didapat minggu lalu.

(There is no specific strategy, but here I am promoting vocabulary to students, so I read and say more and we always set the example first. Before starting lessons, I always ask for the vocabulary I got last week).

Researcher:

Secara umum, masalah apa yang sering mam hadapi saat mengajar bahasa Inggris?

(In general, what problems do you often face while teaching English?)

Teacher 1 (T1):

Kalo kesulitan ya pasti, bahkan seringlah. Seringnya paling kesulitannya yaitu, misalnya saya sudah mengajar di kelas 5 nih KD yang harusnya sudah dicapai di kelas 4 tapi kenyataannya belum tercapai seperti Alphabet, penyebutan number dan lain-lain. Jadi kita harus mengulang lagi sebelum mengajarkan materi yang di kelas 5.

(If it is about a problem, it sure happens, often. Often the most difficult, for example, I taught in grade 5 KD which should have been achieved in grade 4 but in reality, it has not been achieved such as the alphabet, mention of numbers, and so on. So we have to repeat again before teaching material in grade 5).

Researcher:

Bagaimana mam mengajar bahasa Inggris agar sesuai dengan strategi yang telah ma'am siapkan?

(How do you teach English to fit the strategies you have prepared?)

Teacher 1 (T1):

Kalo saya ya melihat lagi ke siswa-siswanya. Kadang ada yang bisa kadang juga sebaliknya. Tapi saya tetap berusaha menggunakan strategi yang lain supaya bisa dimengerti siswa-siswanya.

(If I look again at the students, sometimes there is sometimes the opposite. But I still try to use other strategies so that the students can understand them).

Researcher:

Bagaimana kemampuan berbahasa Inggris siswa setelah mam menerapkan strategi tersebut?

(How is the students English proficiency after implementing this strategy?)

Teacher 1 (T1):

Nah kalo kemampuan siswa ya rata-rata sudah baguslah, apalagi dilihat dari pengalaman terdahulu ketika alumni dari MI ini masuk kejenjang selanjutnya itu mereka sudah punya bekal, misal materi question tags.

(Well, if the average student's ability is already good, especially when seen from previous experiences when these MI alumni entered the next level they already have provisions. For example, the question tags material. and I think it's effective. For example, in expressing expressive sentences, the asking sentence is good enough).

Researcher:

Apakah siswa mengalami kesulitan dalam belajar bahasa Inggris?

(Do students have difficulty learning English?)

Teacher 1 (T1):

Kalo masalah kesulitan ya pasti ada, namanya juga bahasa asing kan, misal dalam cara membaca.

(If there must be difficulties, the name is also a foreign language, for example in how to read).

Researcher:

Apakah strategi yang mam gunakan sudah efektif dan berhasil? Tolong jelaskan.

(Have the strategies used been effective and successfull?Please explain).

Researcher:

Saya rasa kalo dibilang efektif ya Alhamdulillah sudah efektif. Misalnya dalam mengungkapkan kalimat-kalimat ekspresif, kalimat asking sudah lumayan bagus.

(I think if it's effective, Alhamdulillah it's effective. For example, in expressing expressive sentences and asking sentences them to be good enough).

b. Teacher 2

Researcher :

Strategi apa yang mam gunakan saat mengajar bahasa Inggris?

(What strategies do you use when teaching English?)

Teacher 2 (T2):

Ya kalau saya mengajar bahasa Inggris sesuai dengan standar kema'ampuan siswa, karena anak muda tidak bisa dipaksa untuk belajar, jadi saya ajarkan dengan santai tapi mereka dimengerti oleh mereka.

(Yes, if I teach English, it is in accordance with the students' ability standards, because young learners cannot be forced to learn, so I teach them casually but they are understood by them).

Researcher :

Apakah ma'am memiliki strategi khusus untuk mengajar bahasa Inggris?

(Do you have a specific strategy for teaching English?)

Teacher 2 (T2):

kalo untuk strategi khusus tidak ada, tapi ya itu tadi saya menyesuaikan materinya.

(I don't have a special strategy, but yes, I adjusted the material earlier).

Researcher :

Secara umum, masalah apa yang sering Anda hadapi saat mengajar bahasa Inggris?

(In general, what problems do you often face while teaching English?)

Teacher 2:

Kalo kesulitan ya pasti, bahkan seringlah. Seperti problem listening dan pronounciationnya masih kurang.

(If the trouble is sure, often. Like the problem of listening and the pronunciation is still lacking).

Researcher:

Bagaimana anda mengajar bahasa Inggris agar sesuai dengan strategi yang telah anda siapkan?

(How do you teach English to fit the strategies you have prepared?)

Teacher 2 (T2):

Mmm ya begitulah, kadang sesuai kadang juga sebaliknya.

(Yeah, sometimes it's appropriate, sometimes it's the opposites).

Researcher:

Bagaimana kema'ampuan berbahasa Inggris siswa setelah menerapkan strategi tersebut?

(How is the students English proficiency after implementing this strategy?)

Teacher 2 (T2):

Nah kalo itu sebagian siswa sudah bagus dan sebagian lagi ada yang lumayan, dan ada juga yang belum.

(Some students are good, some are not bad, and some are not).

Researcher:

Apakah siswa mengalami kesulitan dalam belajar bahasa Inggris ?

(Do students have difficulty learning English?)

Teacher 2 (T2):

kalo kesulitan ya pasti ada, namanya juga bahasa asing kan, misal dalam cara membaca dan mendengarkan.

(If there are difficulties, there must be a foreign language, for example in reading and listening).

Researcher:

Menurut anda, Apakah strategi yang anda gunakan sudah efektif dan berhasil?

(Have the strategies used been effective and successfull?)

Teacher 2 (T2):

Saya rasa kalo dibilang efektif ya alhamdulillah sudah efektif. Karena rata-rata anaknya mau terus belajar.

Yes, there are students who are good and some are not. In my opinion, if it is said to be effective, it is effective. Because most of his children want to continue learning."

From the statement of the two teachers above that the strategy is a plan that will be carried out before learning. Their statement is almost the same, namely to make it easier for teachers to make learning goals. and some of the difficulties they face while teaching English are almost the same.

2. Teachers' Apply Those Strategies in Teaching English to Encourage Young Learners Participation at MI Plus Ja-alHaq Bengkulu

After conducting the research, data were obtained from classroom observations with grade V teachers at MI Plus Ja-alHaq Bengkulu. Data were also obtained from previously prepared instruments. The instrument used was a classroom observation checklist equipped with examples of types teachers' strategies. These instruments help researcher get data for research.

There are some strategies which are used by English teachers in teaching English at Madrasah Ibtidiyah Plus Ja-alHaq. The analyzed the data based on Bonnie Piller and Marry Jo Skilling theory, there are:⁴³

a) Demonstration; b) Choral drill; c) Look and say; d) Pictorial illustration; e) Verbal illustration; f) Association; Questioning; g) Narration; and f) Read and say.

⁴³ Bonnie, P., & Mary, J.S. *English Language Teaching Strategies Used by Primary Teacher in One New Delhi.*(India School. 2005)

From the observation, the teacher strategies in teaching English were tabulated separately below:

Table 4
The frequency of teachers strategies by Teacher 1

No	Item of strategies	Meeting					Number	Percentage	Explanation
		1	2	3	4	5			
1	Teacher use demonstration	✓	✓		✓	✓	4	16,67 %	The teacher demonstrates to clarify an understanding or to show how to do something to students. For example: open the book.
2	Teacher use choral drills			✓			1	4,17%	The teacher orders all the students to say something. For example, the flowers are beautiful, this pen is black, and so on.
3	Teacher use look and say		✓		✓	✓	3	12,50%	Students listen to the teacher and see an object, then repeat the word or sentence after the teacher. The children watch as the teacher points to words on the board or individually points to pages in a textbook. For example, the sky is blue, Ani is drawing, and others.
4	Teacher use pictorial illustration	✓		✓			2	8,32%	The teacher uses blackboard drawing media, diagrams, sketches, photos, textbooks, and others.
5	Teacher use verbal illustration	✓	✓	✓	✓	✓	5	20,83%	The teacher pronounces a phrase or sentence that shows a unique word in a context. For example, black hair, blue sky, and so on.
6	Teacher use association	✓					1	4,17%	The teacher prepares word items for synonyms, antonyms, and other definitions.

No	Items of Strategies	Meeting					Number	Persantage	Explanation
		1	2	3	4	5			
7	Teacher use questioning	✓	✓		✓	✓	4	16,67%	The teacher conducts questions and answers to students. For example, who is absent today, what time is it, and others
8	Teacher use narration			✓			1	4,17%	The teacher tells students about a topic.
9	Teacher use read and say	✓	✓			✓	3	12,50%	The teacher instructs students to open books and read them, after which students are asked to reveal the words or sentences that have been read.
	Total						24		

Table 4. Source: Bonnie Piller and Mary Jo Skilling

Table 4.1

Frequency of Teachers Strategies by Teacher 2

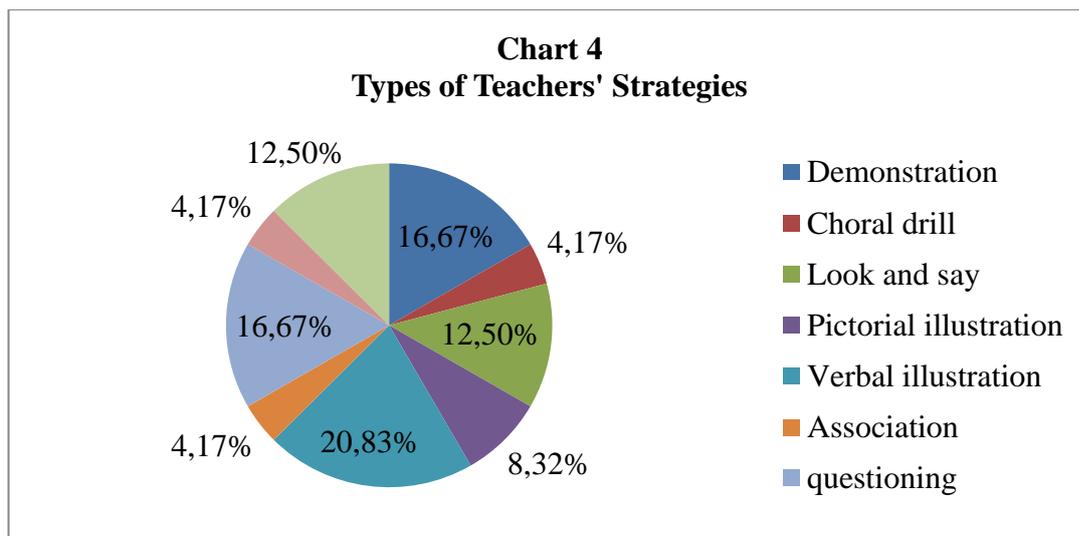
No	Item of strategies	Meeting					Number	Percentage	Explanation
		1	2	3	4	5			
1	Teacher use demonstration	✓			✓	✓	3	14,28%	The teacher demonstrates to clarify an understanding or to show how to do something to students. For example: open the book.
2	Teacher use choral drills			✓		✓	2	9,52 %	The teacher orders all the students to say something. For example, the flowers are beautiful, this pen is black, and so on.

3	Teacher use look and say	✓	✓		✓		3	14,28%	Students listen to the teacher and see an object, then repeat the word or sentence after the teacher. The children watch as the teacher points to words on the board or individually points to pages in a textbook. For example, the sky is blue, Ani is drawing, and others.
No	Items of Strategies	Meeting					Number	Percentage	Explanation
		1	2	3	4	5			
4	Teacher use pictorial illustration			✓			1	4,76%	The teacher uses blackboard drawing media, diagrams, sketches, photos, textbooks, and others.
5	Teacher use verbal illustration	✓	✓	✓	✓	✓	5	23,80%	The teacher pronounces a phrase or sentence that shows a unique word in a context. For example, black hair, blue sky, and so on.
6	Teacher use association		✓				1	4,76%	The teacher prepares word items for synonyms, antonyms, and other definitions. eg diligent - hardworking (synonym), fresh-pep (antonym), boy (definition).
7	Teacher use questioning	✓	✓	✓		✓	4	19,04%	The teacher conducts questions and answers to students. For example, who is absent today, what time is it, and others.
8	Teacher use narration						-	-	The teacher tells students about a topic.
9	Teacher use read and say		✓		✓	✓	3	14,28%	The teacher instructs students to open books and read them, after which students are asked to reveal the words or sentences that have been read.
Total							21		

1. Distribution of Percentages of Teacher Strategies Use

Percentage formula: $P = F/N \times 100\%$

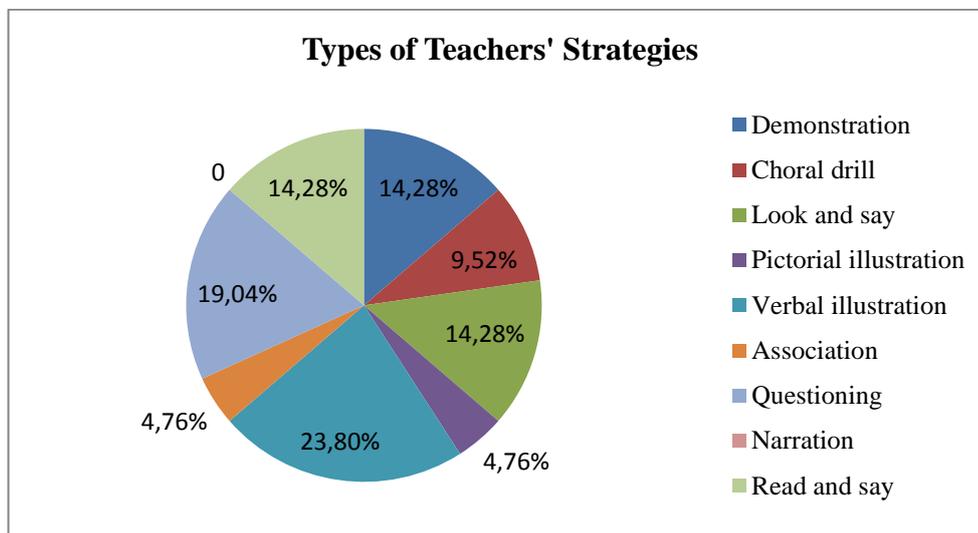
a) Chart. Frequency of Each Type of Teachers' Strategies by Teacher 1



Based on the chart above, that the teacher more often uses verbal illustration strategies, namely 20,83%, then demonstration and questioning which are 16,67%, look and say, read and say namely 12,50%, pictorial illustration 8,33%. Lastly, a strategy that is rarely used is choral drill, association and narration, namely 4,17%.

So it can be seen from the chart above that the strategies that most encourage the participation of young students are the verbal illustration, demonstration, and questioning strategies. with this strategy encouraging their participation in learning English, students become active in following the lessons given by the English teacher.

b) Chart. Frequency of Each Type of Teachers' Strategies by Teacher 2



Based on this chart, the most frequently used strategies are the verbal illustration strategy 23.80% and the questioning strategy 19,04%, the demonstration strategy, look and say, and read and say 14,28%. Then choral drill 9,52%. Furthermore, association and pictorial illustrations are only 4.76%. Finally, narration 0% because the teacher did not use this strategy.

different from Teacher 1, in Teacher 2 it can be seen from the chart above that the strategies that most encourage the participation of young students are verbal illustration and questioning strategies. with this strategy encouraging their participation in learning English, students become active in following the lessons given by the English teacher

B. Discussion

One of the success factors of learning English is strategy. There are eight or nine strategies used by English teachers at Madrasah Ibtidaiyah Plus Ja-alHaq Bengkulu. Among them are teachers using the strategy of 1) demonstration, 2) Choral drill; 3) Look and say; 4) Pictorial illustration; 5) Verbal illustration; 6) Association; 7) Questioning; 8) Narration; and 9) Read and say.⁴⁴ The strategies that teachers often use are look and say and questioning strategies and teachers use Indonesian and English as instructional media.

From the results obtained, it can be seen that the strategy most often used by the two teachers is the verbal illustration, questioning, and demonstration strategy.

Teachers' strategies have influence towards the successful of English teaching. If strategies used by English teachers are interesting for students, maybe students will be succeeding in learning activities. But if the strategies used by English teachers are not interesting, probably students will failure to reach objectives of learning.

Most teachers ask students how to communicate in the target language. This is communication. This is the most important strategy for teaching students how to communicate in the target language, because by using oral and written communication students will communicate fluently in English.

⁴⁴ Bonnie, P., & Mary, J.S. *English Language Teaching Strategies Used by Primary Teacher in One New Delhi*.(India School. 2005)

The teachers used gestures to explain the material. Then, teachers used choral drill asked the students a command, for example (close the door, sat down, etc.). Finally, teachers use material stressing meaning rather than from, while teachers translated the instruction when the students did not understand what the teachers said.

After conducting a direct observation in class, the researcher also conducts interview with English teachers. The interview result show that Teacher 1 stated that the strategy is to make it easier for teacher to make learning goals, there are various kinds of strategies used by Teacher 1, and the strategies commonly used in learning English are using English and Indonesian, providing translation exercises, choral training, demonstrating students to express what is going to be said, showing meaning orally through pictures and etc. Students are allowed to use English, gestures, and the teacher provides material that students need. Based on the description above, it can be concluded that of the 9 strategy items, teacher 1 uses all of these strategies. This has shown that the teaching strategy is in a good category. Then the strategy is sufficient to encourage student participation.

Meanwhile, Teacher 2 stated that strategy is a method or goal to make it easier for teachers to convey material/practice in learning. The problem that is often faced when English subjects are limited to class hours, namely 45 minutes in 1 meeting in 1 week. So it is difficult when teaching English, especially for new material, students do not understand and it is difficult to memorize the material. It is difficult to reach English language material and

English subjects, only local content is not a compulsory subject. Then, among the 9 strategy items, he only used 8 strategy items when teaching English, because according to him the narration strategy was not yet effective to teach young learners, their mindset was still difficult to understand the narration/story in English. Then, in encouraging student participation, such strategy items are good enough. The teaching strategy was applied to teaching strategies with direct presence in front of the class, it uses gestures and imitations to understand and memorize easily.

Furthermore, the teachers' strategy is to apply oral communication. So the English teaching strategy is very satisfying if the teaching strategy is equipped with media or facilities and unlimited lesson hours so that students are more motivated to learn English.

Based on the description above, it can be concluded that the problems that are often faced in learning English are the limited learning hours and the lack of media facilities that use strategies. In addition, teachers apply English teaching strategies in direct practice based on theory and use gestures / body language to make it easier to implement English teaching strategies. Then learning English is very fun because students understand teaching strategies that are equipped with media to make it easier for vocabulary, writing or speaking in class.

In addition, it can be concluded that the strategy of teaching English to young learners is good and encourages young learners participation if it includes the nine strategies above. So the nine strategies are very influential

for the participation of young students and it is suggested that if the teacher uses these strategies it will encourage the participation of young students in the teaching and learning process.

So this study is different from previous studies because this study focuses on English teacher strategies for young learners and the strategy is on Bonnie Piller and Mary Jo's theory, while previous research focuses on teacher strategies with different media and theories. The similarity from those theses with this research is on the methodology, where it used descriptive-qualitative method.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher has provided conclusions based on the research results in chapter four.

A. Conclusion

From the finding of this research, the researcher can make the conclusion as follows:

2. Researcher concluded that strategies are used to achieve goals. The strategy is different from the method, the strategy refers to a plan to achieve something, while the method is a way that can be used to implement the strategy. In other words, the strategy is a plan of operation achieving something. So in teaching the strategy used must really be done as much as possible in order to succeed in encouraging the participation of young learners.
3. From that process, it can be concluded that there are nine types of strategies used by an English teacher at MI Plus Ja-alHaq Bengkulu are Demonstration; Choral drill; Look and say; Pictorial illustration; Verbal illustration; Association; Questioning; Narration; and Read and say. From the English teacher as participants in this research, Teacher 1 used the strategies to young learners in teaching and learning process, the teacher more often uses verbal illustration strategies, namely 20,83%, then demonstration and questioning which are 16,67%, look and say,

read and say namely 12,50%, pictorial illustration 8,33%. Lastly, a strategy that is rarely used is choral drill, association and narration, namely 4,17%. While Teacher 2 the most frequently used strategies are the verbal illustration strategy 23.80% and the questioning strategy 19,04%, the demonstration strategy, look and say, and read and say 14,28%. Then choral drill 9,52%. Furthermore, association and pictorial illustrations are only 4.76%. Finally, narration 0% because the teacher did not use this strategy. The interaction between the nine teaching strategies occurred between student-content, student-to-student, and student-teacher. However, the most significant strategies teachers often use to encourage young student participation are: verbal illustration, demonstration, look and say, and questioning.

B. Suggestion

Based on the conclusion above, the researcher would like to propose several suggestions as follow:

1. English teacher should use variation when using strategy in teaching and learning process.
2. English teacher should be understood about the strategy that will be give to young learners. Hence, young learner is easy to understand the strategy given by English teacher.
3. The English teacher can use simple strategies that are easy for students to achieve.

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