

## **CHAPTER IV**

### **DATA PRESENTATION AND FINDING**

This chapter presents the data presentation and finding related to the proposed questions. The first sub-heading presents the data presentation related to English teaching strategies applied by the teacher, the teacher's reasons and students' responses toward the strategies. The second one presents the findings related to the research questions.

#### **A. Data Presentation**

The data presented in this research were collected by using observation and interview. The researcher investigated the teacher's strategies in teaching English to young learner, the teacher's reasons and the students' responses toward the teaching strategies. The subject of the research was the English teacher, fourth and fifth grade students of Al-Badar Islamic Elementary School Tulungagung who were selected by using some reasons as informant.

This part explained the subject related to teaching strategies in teaching English. The subject had the strategies to develop students' English skills. To know kinds of teaching English strategies applied by the teacher, the researcher had conducted observations, in-dept interview, and documentation as evidence that the researcher had done the research.

In this presentation, the student one will be coded as S1, student two as S2, student three as S3, student four as S4, student five as S5, student six as S6, student seven as S7, and student eight as S8. The following were presented data related to teaching strategies in teaching English applied by the subject, her reasons and her students' responses.

### **1. Teaching Strategies Applied by the English Teacher in Teaching English at Al-Badar Islamic Elementary School**

#### **a. Listen and Repeat**

According to the data 0804.IT.7.S derived from Mrs. X as English teacher of fourth A and fifth B at Al-Badar Tulungagung in interview on 8<sup>th</sup> of April 2017, she said :

*"...Jadi mereka menirukan saya. ketika saya mengucapkan kosa kata, mereka mengulangnya setelah saya. Biasanya saya lebih memberi mereka kosa kata yang sulit, setelah itu saya membacakan kosa kata tersebut kemudian mereka menirukan."*

"... So they (the students) imitated me when I said some words, they repeated after me. Usually I preferred to give them difficult words, afterwards I read those words then they imitated".

Supported by S4 interview in data 1204.IT.5.I4, she said :

*"Iya kalau misalkan mengajari kosa kata gitu, Ibu nya menuliskan di papan terus mengajari cara membacanya lalu menirukan jadi lebih paham."*

"Yes if she taught vocabulary, teacher wrote them in the blackboard then showed us how to pronounce. When we imitated her, we would more understand."

The similar thing looked on the observation on 7<sup>th</sup> of April 2017; “In beginning of the class, the teacher reviewed the material about “**Days**”. She pronounced the name of certain day then the students imitated her directly.”

From the description above, Listen and Repeat was a strategy used by the teacher to help the students become more easily to understand or memorize vocabularies by imitating their teacher directly. This strategy was focused on teaching vocabulary. It was a strategy that was very enjoyable and made the students easier in comprehending the material. Because it was the first time they listened to English words, so repeating the teacher’s pronunciation was a effective way to improve their speaking skill.

b. Listen and do

In this strategy, usually the teacher gives a few sentences in the form of instructions or orders to the children. Then the teacher asks the children to listen carefully to the command line and they respond to carry out the dictates of the teacher in the phrase. According to the data 0804.IT.31.S, the teacher said :

*“Ketika saya mengatakan kalimat perintah menggunakan bahasa Inggris, walaupun kadang saya lupa tidak memberi artinya, mereka langsung paham. Seperti saat saya menyuruh menutup pintu gitu ya, secara spontan mereka berebut untuk menutup pintu, apalagi ketika saya*

*bilang clean the white board please! Itu anak-anak udah rebutan penghapus untuk menghapus papan tulis.”*

“When I said command sentence using English, although sometimes I forgot to give meaning, they straightly understood. Like when I asked them to close the door, they snatched away to close the door spontaneously. Moreover when I said “clean the white board please!” that was making students struggle to take the eraser to erase the white board.”

Related to the observation on 6<sup>th</sup> April 2017 “The teacher asked the students to come forward and she said some commands in English. The students understood the commands’ meaning and spontaneously did the teacher’s commands.” This signed that Listen and Do strategy was effective to build the students understanding. The students were also faster to catch the teacher’s command. This strategy could help the students to increase their vocabulary through listening. They would be easy to apply this in their daily life.”

From the description above, Listen and Do was teacher’s strategy to enrich students’ vocabulary. This strategy was usually used to improve the students’ listening skill. Here, the teacher applied the strategy in order to give comprehension to the students about command line and other new vocabularies. Hence, the students knew what should be done when the teacher said certain sentences. The instructional process would be fun if it was accompanied with examples. This strategy is also parallel to the Total Physical Response method.

c. Question and answer

This strategy was usually used in daily classroom activity. It could be applied in listening and speaking activity. Teachers asked questions and the students answered it. Those teachers gave example before. Supported by teacher interview on 8<sup>th</sup> April 2017 in data 0804.IT.13.S, she said :

*“Di strategi ini, biasanya saya lebih ke ini memakai peraga kemudian saya langsung memberikan pertanyaan lisan ke mereka, kemudian mereka menjawab langsung sesuai dengan petunjuk saya menggunakan melalui media.”*

“In this strategy, I usually used teaching media and I gave them question, then they answered the question directly based on my clue from the teaching media.”

Related to the observation on 6<sup>th</sup> April 2017, “The teacher brought some media to teach the students, and the teacher asked some questions to the students and they answered the question directly, while the teacher also gave the students question sheet. After the students had answer the questions, the teacher asks them to subbmited their book and the teacher gave them score.”

The conclusion from “question and answer” strategy was to increase students knowledge, skills and understanding developed during question and answer section. This strategy was usually used in all English skill in order to check the students’ comprehension and to make sure that the students have understood the material. The teacher

used this strategy to make the students always remember the material and to assess the students' achievement in classroom. Questions and answers could be applied in oral activities or using answer sheets. This is effective to test the students' understanding towards certain materials.

#### d. Substitution

In this strategy the teacher brings some real media to make students easy to understand the material. Supported by teacher interview 8<sup>th</sup> April 2017 in data 0804.IT.21.S, she said:

*“Saya itu lebih suka menunjukkan benda-benda atau contoh yang real supaya mereka tahu dan paham dengan maksud dari materi tersebut”.*

“I preferred to show things or real examples in order to make them know and understand with the objectives of that material.”

Related to the observation on 6<sup>th</sup> of April 2017, “The teacher brought real media to demonstrate the instruction's materials. So, this strategy was very good to be applied in teaching elementary level of students, because students would be more interested in that subject. Besides, they would be easier in comprehending the material, because the teacher used real media when delivering the instruction. Basically, children were easy to understand something when they could see it and be given example, they would be enthusiastic, too.”

It was included listening, speaking, vocabulary, and grammar structure. Teacher could use flashcard, poster or real media to make students easy to understand the material. The instructional activity will be fun if it is accompanied with real examples, or even jokes. The teacher was demanded to be creative, innovative, and wise in choosing and using teaching media. This kind of strategy was powerful in context of teaching English to young learners.

e. Listen and identify

In this strategy, the teacher gave the sound of vowel or consonant which had similar pronunciation. Then the students were asked to listen and identify the differences between them. In data 0804.IT.9.S, she said:

*“Bisa juga seperti kata-kata yang memiliki pengucapan yang hampir sama, ya kayak our sama hour, ada lagi itu here sama hear. Biasanya mereka bingung membedakan dua kata yang memiliki pengucapan yang sama tapi artinya beda. Jadi melalui games tersebut kita tahu seberapa banyak kemampuan mereka dalam memahami kosa kata.”*

“It could be like words which had almost the same pronunciation such as; *our* with *hour*, and *here* with *hear*. They were usually confused in distinguishing two words which had the same or similar pronunciation, but actually their meanings were different. So, through those games we could know how good their ability in understanding the vocabulary was”.

This strategy was used in teaching speaking. So, this strategy was intended to make the students be able to identify two words which

had almost the same or similar pronunciation, but the different in meaning. It was very good to be applied, especially in teaching elementary schools students, because it could improve their knowledge earlier. Since learning English was not easy for young learners, the teacher had to convey the materials using such strategy which was easier to be understood by the students. Thus, all of this classroom activity would be very fun and interesting to the students.

f. In – pair

In this strategy, the teacher asks the students to make groups in pair. Afterwards, she gives several tasks related to pair activity. Based on the data 0804.IT.8.S she said:

*“...saya juga memakai conversation yang saya buat couple dua-dua. Soalnya kan kalau kelas IV dan V itu kan sudah kelas atas ya, kebanyakan sudah banyak yang mengerti bahasa Inggris, jadi lebih mudah untuk mengajar.”*

“...I also used the conversation which contained two speakers or couple. Because the fourth and fifth grade students are upper class and the majority of the students have understood English more, so it is easier to teach them.”

Supported by S1 interview in data 1204.IT.11.I2, he said:

*“...kan biasanya juga disuruh maju berpasangan terus percakapan didepan, jadi harus hafalan Miss.”*

“...usually we were asked to come forward in pair then having conversation in front of the class, so we had to memorize the conversation.”



This strategy was usually used in doing exercise given by the teacher. In-pair strategy started by dividing the students into some groups consisting of two students. In Al-Badar Elementary School, this strategy was used in conversation section. The teacher tried to give short conversation in a paper to the students then they practiced the conversation with their friend in pair.

So, in this strategy the students were ordered to make a group containing of two students. This strategy was pretty effective in building the students' confidence and developing their ability in English especially speaking ability. By working in pair, they would know what aspect that should be improved.

g. Cooperative learning

Students were divided into groups. Between members of groups could learn with others to do exercise from teacher. Based on the data 0804.IT.9.S she said:

*“...biasanya kelas itu saya bagi beberapa kelompok. Kemudian saya kasih semacam tes tapi melalui games seperti membisikkan kata-kata kepada temennya, terus temennya yang satu kelompok harus membisikkan ke temennya yang juga termasuk dalam kelompok tersebut, begitu seterusnya”*

“...usually in the class, I divided the students into some groups. Then I gave them a test through games like whispering words to friends, afterwards their friends within a group had to whisper those words to the other friends in a group, like that and forth.”

Supported by SI interview in data 1204.IT.9.I2 he said:

*“Iya seperti main tebak-tebakkan terus sambung huruf gitu Miss biasanya kelompok gitu, nanti kayak dikasih vocab jadi lebih seru belajarnya soalnya bisa tanya-tanya sama teman yang satu kelompok.”*

“Yes, it was like conjectural or guessing game and words’ connection in groups, Miss. Then we were given new vocabularies, so it became very excited learning because we were able to ask our friends within our group.”

In this case, cooperative learning was used to help students be able to share their ideas with their in a group. Related to the observation, the teacher gave the students question sheet like a game TTS (*Teka-teki Silang*) and the teacher divided the students into six groups then the teacher read the command of the game and ask to the students did it with their groups.

So, this strategy was helping students to have discussion and share their ideas. It was purposed to ease students in doing their tasks from teacher because they were given chance to chat and ask their friends within a group. When applying this strategy, the teacher had to know the students’ tendency toward their friends. It meant that sometimes one student might feel uncomfortable with the other one, it would disturb their learning. If there is no mismatches in grouping, the classroom activity will go effectively.

#### h. Outdoor Activity

Learning is not always to be in the classroom, wherever we are, we can always learn. As the teacher said in data 0804.IT.9.S she said:

*“...selain itu pada hari tertentu kita juga belajar diluar kelas, misalkan hari Sabtu seperti ini. Biasanya kalau kita belajar diluar kelas itu, kita sama native speaker. Kebetulan kita punya native speaker untuk mengisi ekstrakurikuler English Club, kita gunakan setiap satu minggu sekali, biasanya setiap hari Selasa dan biasanya kita memang diluar. Biasanya kalau diluar, kita materinya lebih ke benda-benda yang ada disekitar. Seperti dilapangan mungkin, disana kita bisa menemukan tiang bendera, ada atap, batu, rumput, daun, jadi yang gampang-gampang itu.”*

*“...besides, in certain days we also learned outside the classroom, for example Saturday like today. We usually learned with English native speaker when having outdoor class. Fortunately, we have English native speaker to teach extracurricular English Club, we had that class once a week, usually on Tuesday and we were outside the classroom. When we were outside, our materials would be things related to our environment; surrounding us. If in the field, we could find flagpole, roof, rock, grass, leaves, and so forth, so the materials were easy.”*

Supported by S6 in data 1304.IT.8.I6, she said:

*“Iya Miss, soalnya aku suka sama bahasa Inggris, apalagi kalau ada lagu dan diajak keluar kelas sama Bu X. Rasanya itu senang terus seru gitu lo Miss.”*

*“Yes Miss, because I like English, let alone if it was accompanied with songs and asked to go outside the classroom by Ma’am X. My feeling was always very happy, Miss.”*

This strategy was usually used in English club, the teacher invited the students to go outside and introduced the names of thing surrounding the school. The teacher asked the students to write the names of things in their note books then the students should memorize each of them at home and practice in front of the class.

The students would be very excited when they were invited by the teacher to go and learn outside the classroom. By applying outdoor activity, the students would not be bored and they were being very enthusiastic. This strategy was superb to be applied to make students interested in English. It could also decrease the students' laziness and boredom which disturbed their learning.

## **2. Teacher's Reasons Toward Teaching Strategies**

Based on the result of teacher's interview, the teacher also had reasons toward the teaching strategies. The teacher stated that the strategies were effective to :

- a. To stimulate students to pursue knowledge on their own ability

Teaching strategies were effective to explore students' knowledge on their ability in English skill. According to data 0804.IT.24.S the teacher said:

*“Dengan menerapkan strategi yang saya sebutkan tadi saya rasa anak-anak akan lebih mudah dalam memahami. Saya mencoba memberi pancingan untuk mereka, ya seperti menggunakan media terus mengajari mereka vocab tadi untuk membuat mereka lebih paham dengan materi yang saya sampaikan. Jadi mereka bisa lebih mudah mengingat materi dan berlatih dirumah dengan teman atau keluarganya.”*

“By applying the strategies which I had mentioned just before, I thought that my students would be easier in understanding the materials. I tried to give them hook, like using media then teaching vocabulary to them in order to make them understand with the materials which I delivered. So, they would be easier in memorizing the materials and practicing at home with family and friends.”

So the strategy which was applied by the teacher really helped the students to be able to develop their ability. They could apply their ability and skills in daily life activity. By using a good teaching strategy, the students would be easier in catching the materials and instructions which were delivered by the teacher.

b. To develop the student interest and motivation

Teaching strategies had influence in building students' motivation and interest in English. According the data 0804.IT.25.S, she said:

*“Iya untuk membuat mereka lebih tertarik dengan bahasa Inggris mbak, supaya mereka itu lebih semangat dan memiliki dorongan untuk belajar bahasa Inggris lebih baik lagi. Lagian strategi yang saya terapkan ini juga cukup mudah untuk mereka lakukan kok. Jadi mereka lebih mudah menangkap materi yang saya sampaikan, apalagi didukung dengan penggunaan media yang menarik.”*

“Yes, it was to make them more interested in English, it was also to encourage and motivate them in learning English better. Moreover, the strategy which I applied was easy enough to be done by the students. So, they would be easier in catching the materials, it was also supported with the use of interesting and sufficient media.”

By applying the teaching strategies in the classroom, the students would be more energetic in following the English instructional process. They would be more enthusiastic and have better motivation to improve their skills, especially English skills. The

implementation of this strategy was purposed to make the students not bored in the learning process. Additionally, the students were encouraged to be more diligent in learning English and they would be able to master the materials which were delivered by the teacher well.

c. To review previous lessons, in order to make them understand

Teaching strategies were effective to check the students' understanding with the previous lessons. According to data 0804.IT.27.S, she said:

*“... setiap hari juga memberikan mereka review lo, jadi dari situ saya bisa mengetahui seberapa besar to pemahaman mereka terhadap materi yang sudah saya berikan, jadi udah dapat satu point tuh untuk menilai mereka.”*

“...everyday I gave them review of previous materials. From that review, I was able to know how far their understanding about the materials was. So, I got one point to give their score.”

The teacher was easier to make sure that her students had understood or not toward the materials which were delivered. By the implementation of that strategy, the teacher also would be good at knowing the students' comprehension toward English. Reviewing the previous lesson was needed to be done in every meeting. It could help the students to memorize the whole materials.

d. To assess achievement of instructional goals and objectives

The teacher can assess the students' achievement in the class activity or outdoor. According to data 0804.IT.26.S the teacher said:

*“Dengan menerapkan strategi yang saya jelaskan tadi saya terkadang langsung bisa menilai oh anak ini lo sudah paham, yang ini masih perlu belajar lagi dan sebagainya, jadi ketika mengajar itu saya sudah bisa menilai mereka dengan melihat progress nya setiap hari.”*

“By applying the strategies which I had explained, sometimes I could value whether this student had understood or not, this one still needed to learn more and so forth. So when I taught, I could value them by paying attention on their daily progress.”

The teacher would be easier in giving score to students or to value the students. She would be able to know well whether this student had understood or not. Additionally, by applying this strategy, the teacher was able to control her student's progress on daily learning process.

### **3. Students' Responses Toward Teaching Strategies**

Based on the result of student interview, the student's responses toward the teaching strategies used by the teacher were so good and interesting. The student's response toward teaching strategies used by the teacher in teaching English are as follows:

a. The strategies build the students' interest and motivation

The students argued that the activity in teaching strategies had influence in building their motivation and interest in English.

According to data 1204.IT.4.I1 he said:

*“Iya enak aja Miss, seru diajar sama Bu Evi. Saya sangat senang dan semangat soalnya kelas jadi ramai.”*

“Yes it's just good Miss, excited to be taught by Ma'am Evi. I was very happy and enthusiastic because the class was very lively.”

Beside that data 1304.IT.4.I5 from S5 also said:

*“Menurut saya enak, sabar, kalem, terus asyik bikin lebih semangat dan makin suka sama bahasa Inggris.”*

“I thought it was nice, patient, calm, passionate, excited and made me more interested in English.”

The strategies applied by the teacher could build the students' interest and made them easier in learning English. They could be more and more motivated to learn English better. They also liked the strategy applied by the teacher, let alone the teacher could maximize those strategies, so it did not make the students bored. According data 1304.IT.9.I8, S8 stated:

*“Iya enak Miss, jadi semakin semangat dan suka dengan cara Bu Evi, kan biasanya pakai lagu jadi saya bisa cepat hafal kalau pakai lagu semakin suka sama pelajaran bahasa Inggris.”*

“Yes, it was nice, Miss. So I could be more enthusiastic and liked the way Ma'am X delivered the materials. Usually she used songs, so I could be faster in memorizing



vocabularies. If the instructions used songs, I liked English much.”

In conclusion of the explanation and the result of interview above, the students argued that the activity in teaching strategies had the influence in build their motivation and interest in English. Because students faced by many activity that connected to the daily life. Those activities increased the students’ motivation and interest.

b. The strategies build the students’ understanding

Teaching strategies helped the students to understand the material easily. It could build their understanding through applying this in instructional process. For elementary students, sometimes it was difficult to understand English materials. However, if it is delivered in appropriate strategies, it will be easy to be understood.

According to the data 1204.IT.13.I2, he said:

*“...Ibunya ngajarnya enak bisa cepat paham gitu lo Miss, soalnya kalau menjelaskan itu pelan-pelan dan kalau belum bisa mengerti biasanya diulangi lagi penjelasannya.*

“...the teacher taught well, I could be faster to understand, Miss. It was because the teacher explained the materials slowly and when we had not understood, she repeated the explanation.”

The strategies applied by the teacher could ease the students in comprehending the materials. The students were faster in understanding the materials delivered by the teacher. When the

students found difficulties in learning, teacher was able to help them in solving those difficulties well. Thus, the instruction in the class could go on effectively. Teacher-students interaction was also good. Related to the observation on 6<sup>th</sup> of April 2017, “When the students could not do the tasks and not understand the meaning, the teacher was willing to explain well. So, the students would be easier in understanding the task and they could do the task smoothly.”

From data 1204.IT.13.I4 S4 stated:

*“...biasanya pakai lagu biar kita cepat paham. Kemarin juga dikasih lagu tentang hari-hari, terus jadi gampang menghafalkannya Miss.”*

“...usually she used songs to make us more understand. Yesterday, we were given songs about days, then it was easy to memorize them, Miss.”

Hence, the researcher concluded that the students’ response toward the strategy was good. It meant that they liked the implementation of this strategy because they would be ready in easy in comprehending the materials. Also, this strategy helped the students in solving their problems and difficulties in learning process.

c. The strategies are joyful

Teaching strategies were effective and joyful. It was because the teacher used media that supported the teaching strategies and made it joyful for the students. According to the data 1204.IT.9.I4 she said:

*“...menurut saya bahasa Inggris itu pelajaran yang sangat menyenangkan Miss apalagi ngajarnya dengan cara yang seru seperti menyanyi dan bermain games.”*

“...I thought English was a fun subject, Miss. Moreover, the teacher taught us using various and interesting ways like singing and games.”

This strategy was very effective to be applied in instructional process, because the elementary schools students preferred to learn while playing games. The strategy made the children happy in learning that subject, they were also entertained. Besides, by those strategies, children would be easier in receiving the materials well. From data 1304.IT.8.I6, S6 also stated:

*“Iya Miss, soalnya aku suka sama bahasa Inggris, apalagi kalau ada lagu dan diajak keluar kelas sama Bu X. Rasanya itu senang terus seru gitu lo Miss.”*

“Yes Miss, because I liked English, moreover if it was accompanied with songs and we were asked to go outside the classroom by Mrs. X. It felt like everlasting happy, Miss.”

From the explanation above, the researcher's conclusion was that, by applying suitable teaching strategies, students would be entertained and enjoy the instructional process. The students would not be quickly bored because the teacher applied the strategies well. However, the teacher also had to master the application of the strategy. It could make the students happy and fun. They thought that the strategies were joyful to be applied in the classroom.

## **B. Finding**

The finding was data found from fields. It discussed the result of the research. It showed some selected informations got from teacher in teaching fourth A and fifth B grade of Al-Badar Islamic Elementary School Tulungagung. It covered the teacher's teaching strategies used in the classroom, teacher's reasons, and students' responses toward the teaching strategies that were applied in teaching English. The findings were explained as follow:

Based on the result of teacher's interview, the teacher had some strategies applied in teaching English at Al-Badar Islamic Elementary School. The teaching strategy used by the teacher in teaching English. The strategies are as follow:

### **1. Teaching Strategies Applied by the English Teacher in Teaching English at Al-Badar Islamic Elementary School**

This part presents the research finding found in the field by conducting observation and interview. It related to the teaching strategies used in teaching English at Al-Badar Islamic Elementary School Keduungwaru Tulungagung. After the reseacher investigated the teaching strategies in teaching English, the reseacher got needed data. From the result of observation and interview the reseacher got similar answers among the subject related to teaching strategies in teaching English. Based on the teacher's answer the reseacher could

get the point that all the strategies very effective in teaching English. Because, the teacher very creative when delivered the material.

The teacher said that there are eight strategies used in teaching English at Al-Badar Islamic Elementary School Kedungwaru Tulungagung they were : Listen and repeat, Listen and do, Question and answer, Subtitution, Listen and identify, In-pair, Coperative learning, Outdoor activity. The teacher also said by applying the strategies, the students more anthusias during teaching and learning process.. From explanation above, that there were many strategies in teaching English. The finding on the teaching strategies in teaching English at Al-Badar Islamic Elementary School Kedungwaru Tulungagung were summarized in the table 4.1 bellow:

**Table 4.1 : Teaching Strategies Applied by the English Teacher**

<b>No.</b>	<b>Teaching Strategies</b>	<b>Description</b>
1.	Listen and repeat	Teacher says words in English and the students just listen to it. Then teacher speaks again, the students are asked to repeat what was said by the teacher. By listening the teacher's explanation, the students will understand what she means. Especially in speaking class, the students will know well about how to pronounce the vocabularies.
2.	Listen and do	In this strategy, usually the teacher gives a few sentences in the form of instructions or orders to the children. Then the teacher asks the children to listen carefully to the command line and they respond to carry out the dictates of the teacher in the phrase

3.	Question and answer	This strategy was usually used in daily activity in classroom. It can be applied in listening and speaking activity. Teacher asks questions and the students answer it. Those teachers give example before.
4.	Substitutions	In this strategy the teacher can use flashcard, poster or real media to make students easy to understand with the material.
5.	Listen and identify	Teacher gives the sound of vowel or consonant which has similar pronunciation. Then the students are asked to listen and identify the differences between them. Example: eat and it, pen and pan, pig and big, etc.
6.	In-pair	Students do and work the task from the teacher by using in-pair activity. This activity makes possibility to the students to make interaction and communication with others. The students can share the idea with their partner.
7.	Coperative learning	Cooperative learning was strategy in which small group of students work together on a common task. Students had more opportunities to actively participate in their learning, question, and challenged each other, shared and discussed their ideas, and the teacher must active and give attention more.
8.	Outdoor activity	In this case the teacher can encourage children to leave the classroom and into the open to learning with nature. In this activity, what is needed is a clear instruction from the teacher to the child. Children can be directed to a group to identify objects that they encounter. Then they wrote and they find the vocabulary in English. A teacher can distinguish different types of tasks.

## 2. The Teachers' Reasons Toward Teaching Strategies

Based on the result of teacher's interview, the teacher also had reasons toward her teaching strategies. This part deals with the finding on the teacher's reasons why the teacher used those strategy in teaching English. The teacher chose certain strategies because they were appropriate to be applied to the students at Al Badar Islamic Elementary School. The teacher stated that the strategies can be used to stimulate students to pursue knowledge on their own ability, to develop the student interest and motivation, to review previous lessons, in order to make them understanding, to assess achievement of instructional goals and objectives. It could be based on the condition and the proficiency of the students. The teacher's reasons toward the teaching strategies were summarized in the table 4.2 below:

**Table 4.2: Teachers' Reasons Toward Teaching Strategies**

No.	Teacher's reasons	Description
1.	To stimulate students to pursue knowledge on their own ability	The teacher had reason, that the teaching strategies were effective to explore students' knowledge on their ability in English skill.
2.	To develop the student interest and motivation	The teacher said that the activity in teaching strategies had influence in build students' motivation and interest in English.
3.	To review previous lessons, in order to make them understanding	The teacher argued that teaching strategies effective to check the students' understanding with the previous lessons.

4.	To assess achievement of instructional goals and objectives.	The teacher said by using teaching strategies, the teacher can asses the students achievement in the class activity or outdoor.
----	--	---

### 3. The Students' Responses Toward Teaching Strategies

Based on the result of students' interview, the students' responses toward the teaching strategies used by the teacher were so good and interesting. The students stated that the teaching strategies can build the students' interest and motivation, the strategies build the students' understanding, and the strategies are joyful. The students' response toward teaching strategies used by the teacher in teaching English were summarized in table 4.3 bellow:

**Table 4.3: Students' Response Toward Teaching Strategies**

No	Students' Response	Description
1.	The strategies build the students' interest and motivation	The students argued that the activity in teaching strategies had influence in build their motivation and interest in English.
2.	The strategies build the students' understanding	The students argued that the teaching strategies help students to undertand the material easily.
3.	The strategies are joyful	The students argued that the teaching strategies were effective and joyful. Because the teacher used media that supported the teaching strategies.



