

## **CHAPTER V**

### **DISCUSSION**

This chapter covers discussions of the research. Discussion is a process of making a decision or a conclusion about the topic of this research that are the teaching strategies in teaching English to young learner, the teacher's reasons and the students' response toward the teaching strategies. Here is broad explanation about teaching strategies in teaching English to young learner, the teacher's reasons and the students' response toward the teaching strategies.

#### **A. The Teaching Strategies in Teaching English to Young Learner**

Teaching English to young learner is not easy for the teacher because the teacher has to have variety strategy to make the students not bored. Teaching strategies become researcher's focus on this research. In this research, the teaching strategies are used by teacher to develop students' English skill are :

##### **1. Listen and Repeat**

As the teacher said that listen and repeat was strategy used to help the students become more easily to understand or memorize vocabularies by immitating their teacher directly. It made the students easier to build their speaking skill. S4 perceived that by the strategy listen and repeat was a

strategy that was very enjoyable and made the students easier in comprehending the material.

According to Suyanto (2007:8) listen and repeat was strategy that in this technique, teachers say something and the students just listen. Then teachers and students speak again asked to repeat what was said by the teacher. By listening the teacher's explanation, the students will be easier to understand. Especially in speaking class, the students will know well about how to pronounce the vocabularies. In this strategy, the student had more opportunities to build their speaking skill by listen and repeat the teacher's words in the class.

## 2. Listen and Do

According to Suyanto (2007:8) listen and do was a strategy in the process of learning, the rule of this strategy 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 the child responds to carry out the dictates of the teacher in the phrase. Related to the observasion, 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. 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.

### 3. Question and Answer

According to reseacher observation, question and answer used to check the students understanding with the material. The teacher said that question answer was strategy used to build the students understanding. In learning process usually 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.

Suyanto (2007:8) stated that "This strategy was usually used in daily activity in classroom. It can be applied in listening and speaking activity. Because the students can answer directly, it means that they have build their speaking ability." This strategy was very effective for the students. They can more easier in mastery the material which has explained by the teacher.

#### 4. Substitution

Substitution was strategy used to make students easy to understand the material. According to Suyanto (2007:9) substitution includes listening, speaking, vocabulary, and grammar structure. Teacher can use flashcard, poster or real media to delivery the material. As the teacher said that students more enthusiastic when the teacher brought some media to teaches the students. Besides, they would be easier in comprehending the material, because the teacher used real media when delivering the instructiuon. Basically, children were easy to understand something when they could see it, they would be enthusiastic, too.

#### 5. Listen and Identify

According to Suyanto (2007:9), listen and identify are strategy used by the teacher, in this strategy teacher gives the sound of vowel or consonant which has almost same voice. Example: eat and it, pen and pan, pig and big, etc. As the teacher said in interview, they were usually confused in distinguishing two words which had the same pronunciation, but actually their meanings were different.

So, this strategy is used to make the students be able to identify two words which have the same pronunciation, but the different in meaning. It is very good to be applied, especially in teaching elementary schools students, because it can improve their knowledge earlier. Since learning English is not easy for young learners, the teacher must convey the materials using

such strategy which is easier to be understood by the students. Thus, all of this will be very fun and interesting to the students.

#### 6. In – pair

In-pair strategy the teacher asks the students to make groups in pair. Afterwards, she gives several tasks related to pair activity. According to Suyanto (2007:10) the tasks includes question-answer that do in-pair activity in interaction and communication with others.

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.

#### 7. Cooperative Learning

According to the teacher's interview, she said that cooperative learning were effective strategy to give them opportunity to explore their idea and they can sharing with other friends. Suyanto (2007:10) states that "In cooperative learning the students divided in groups. Between members of groups can learn with others to do exercise from teacher. And teacher must active and give attention more."

Thus, 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.

#### 8. Outdoor Activity

Teacher explained that learning is not always to be in the classroom, wherever we are, we can always learn. One child was among the characters they have higher concentration levels are short, so they quickly get bored with something they get. In this case the teacher can encourage children to leave the classroom and into the open to learning with nature.

Suyanto (2007:10) states that “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.”

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.

## **B. Teacher's Reasons Toward the Teaching Strategies**

Based on the result on interview with the teacher, she had some reasons toward the teaching strategies. Some reasons toward the English teaching strategies which were stated by the teacher are:

*The strategies stimulate students to pursue knowledge on their own ability.* Related to the teacher interview, the teacher had opinion that the strategies were effective to explore students' knowledge on their ability in English skill. She applied these kinds of strategies because it can pursue the students' knowledge on their own ability. According Cotton (2001:24) stated that "Every single students has their strong own ability whether in writing, reading, listening, or speaking." On the other hand, the teacher argued that the strategies which she applied could dig out the the students' ability in English. 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.

*The strategies develop the student interest and motivation.* Related to the teacher's interview, the teacher argued that the activity in teaching strategies had the influence in developing student interest and motivation in English. 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. So, the students is motivated to develop their English skills and interested in English.

*The strategies were effective to review previous lessons, in order to make them understand.* The teacher argued that teaching strategies effective to check the students' understanding with the previous lessons. 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.

*The strategies 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. According to Cotton (2001:35) stated that "Students achievement measures the amount of academic content a student learns in a determined amount of time." Related to the interview, the teacher would be easier in giving score to students or to value the students. She would be able to know well whether this students



had understood or not. Additionally, by applying this strategy, the teacher was able to control her students progress on daily learning process.

### **C. Students' Responses Toward the 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' response toward teaching strategies in teaching English, as follow:

*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. According to Cotton (2001:47) students motivation naturally has to do with students' desire to participate in the learning process. Besides, the strategies applied by the teacher could build the students' interest and made them easier in learning English. They could be more motivated to learn English better. 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 . 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.

*The strategies build the students' understanding.* The student's had opinion that teaching strategies help 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. 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.

*The strategies are joyful.* The student argued that teaching strategies were effective and joyful. Because the teacher used media that supported the teaching strategies and made it joyful for the students. According to Cotton (2001:49) said that “Teaching media was very effective, in one hand it helped and eased students in understanding the material. On the other hand, the use of media also made the students excited with those materials.” Related the students interviews, 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. So, by applying suitable teaching strategies the students would be entertained and enjoy the instructional process. The students would not be quickly bored because the teacher applied the strategies well. It could make the students happy and fun. They thought that the strategies were joyful to be applied in the classroom.