BAB IV
RESULT OF THE STUDY AND DISCUSSION

This chapter presents research findings and discussion. The finding designed to answer the research problem; there were the teaching strategy used by the teacher in SD-IT Al-furqan Palangka Raya.

A. Research Findings

Based on the observation at SD-IT Al-Furqan Palangka Raya result on July 27 – September 28, 2015. After reducing the data obtained from observation, interview, and documentation, the writer presented the research findings as follows:

1. The teacher’s strategies used by the fifth grade in teaching English at SDIT Al-Furqan Palangka Raya based on observation and interview

There were ten strategies that used by the teacher of SDIT Al-Furqan Palangka Raya. It could be seen in the Related to the table of the teacher’s strategies above such as:

Table 4.1 The teacher’s strategies used by the fifth grade in teaching English at SDIT Al-Furqan Palangka Raya based on observation.

<table>
<thead>
<tr>
<th>No</th>
<th>Meeting</th>
<th>Teacher’s strategies based on observation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First Meeting</td>
<td>Pictorial illustration, verbal illustration, association, questioning, choral drill and game</td>
</tr>
<tr>
<td>No.</td>
<td>Meeting</td>
<td>Strategies that used by the teacher</td>
</tr>
<tr>
<td>-----</td>
<td>----------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>First Meeting</td>
<td>Pictorial illustration, verbal illustration, and choral drill.</td>
</tr>
<tr>
<td>2</td>
<td>Second Meeting</td>
<td>Pictorial illustration, verbal illustration, read and say, and narration</td>
</tr>
<tr>
<td>3</td>
<td>Third Meeting</td>
<td>Pictorial illustration, verbal illustration, look and say, and association.</td>
</tr>
<tr>
<td>4</td>
<td>Fourth Meeting</td>
<td>Pictorial illustration, verbal illustration, and choral drill.</td>
</tr>
<tr>
<td>5</td>
<td>Fifth Meeting</td>
<td>Pictorial illustration, Read and say and verbal illustration,</td>
</tr>
</tbody>
</table>

Table 4.2 Some Strategies applied by English teacher at SDIT Al-Furqan Palangka Raya based on interview

Related to the table of the teacher’s strategies above, there were ten strategies in observation and there were six in interview that used by the
teacher of SDIT Al-Furqan Palangka Raya. It could be seen in the interpretation of the result of observation and interview such as:

a. First meeting

Findings in the first meeting. Based on observation, the teacher activities were divided into three activities; pre-teaching, whilst teaching and post teaching activities. Describing teacher’s strategies in teaching English on the students of the fifth grade at SDIT Al-Furqan Palangka Raya resulted that when the teacher came to the class, all of the students were crowded because they felt hot and sweaty after having a break. They spent their break by running, laughing, and joking with their friend. The teacher waited for a while to make the students’ condition calm down. The teacher began the lesson by greeting to the students then made some joke for them. The teacher spoke in Indonesia language mostly and ordered the students to prepare their books.

Finally, the teaching English strategy in first observation was used by game, pictorial illustration, verbal illustration, association, questioning and Choral drill. The teacher obligated the students to memorize the vocabulary in the next meeting about the occupation.

Based on the interview with the teacher at SD-IT Al-Furqan Palangka Raya. The teacher applied many strategies to teach the students at fifth grade based on interview.
The teacher’s strategies above, there are some strategies that applied by English teacher at SDIT Al-Furqan Palangka Raya and the reason why the English teacher using that strategies.

**First meeting, SY stated on Indonesian language:**

"...'Pada pertemuan pertama saya mengajarkan tentang food and drink. Dan saya mengaplikasikan strategi seperti: ilustrasi gambar, ilustrasi lisan dan pengulangan kosa kata.’ (In the first meeting I teach about food and drink, and I applied strategies such as: pictorial illustration, verbal illustration and choral drill).

SY stated that in the first meeting she taught about food and drink. Then she applied the strategies such as pictorial illustration, questioning, choral drill. The reason she used the strategies when she teach food and drink because these strategies are suitable with the material. She used pictorial illustration, verbal illustration and choral drill to help the students understand the material. While she showed picture of food and drink to the students, it means she used pictorial illustration strategy. Meanwhile, while she gave instruction for the students to repeat the vocabulary of food and drink, it means she used choral drill strategy.

b. **Second meeting**

Findings in second meeting. Based on observation, the teacher activities were divided into three activities; pre-teaching, whilst teaching and post teaching activities. The teacher began the lesson by greeting to the
students then made some jok for them. In teaching English strategy in the second observation was used by pictorial illustration, verbal illustration, read and say, association, narration and Questioning. The teacher obligated the students to memorize the vocabulary in the next meeting about the Family.

**Second meeting, SY stated on Indonesian language:**

"...’Pada pertemuan kedua saya mengajarkan tentang pekerjaan/profesi occupation, untuk materi ini saya menggunakan strategi ilustrasi gambar, ilustrasi lisan, membaca dan mengucapkan dan cerita.’"  (In the second meeting I teach about occupation, for this material I used pictorial illustration, verbal illustration, read and say and narration). SY stated in second meeting she taught about occupation, she used some strategy such as this strategy pictorial illustration, verbal illustration, read and say and narration. She used pictorial illustration strategy to show the example of occupation combined with verbal illustration. Then she used read and say strategy to ask the students make a short conversation about occupation. Whereas, she used narration strategy to give motivation and to ask the students to read the passage that would be assigned and then to write a response.

**c. Third meeting**

Findings in third meeting. Based on observation, the teacher activities were divided into three activities; pre-teaching, whilst teaching and post teaching activities. The teacher began the lesson by greeting to the students
then made some jock for them. In teaching English strategy in the third observation was used by the teacher is pictorial illustration, verbal illustration, choral drill, questioning, association, look and say and choral drill. The teacher obligated the students to memorize the vocabulary in the next meeting about the Part of Body. In teaching English strategy in the third observation was used by the teacher is pictorial illustration, choral drill, questioning, association, look and say and choral drill. The teacher obligated the students to memorize the vocabulary in the next meeting about the Part of Body.

Third meeting, SY stated on Indonesian language:

...”Pada pertemuan ketiga saya menggunakan strategi seperti ilustrasi gambar, ilustrasi lisan, melihat dan pengucapan, dan pelafalan kosa kata untuk mengajarkan materi tentang keluarga.” (In third meeting I used strategy such as pictorial illustration, verbal illustration, look and say, and association for teach about family).

SY stated in third meeting she used some strategy such as pictorial illustration, verbal illustration, look and say, and association for teaching about family. She showed the pictures of family member such as father, mother, sister, brother, it means that she applied verbal illustration and pictorial illustration. She showed the pictures to the students and asked the students to say what picture that shown by the teacher. She used Association strategy while she asked the student to mention synonym or antonym about family member.
d. Fourth meeting

Findings in the fourth meeting. Based on observation, the teacher activities were divided into three activities; pre-teaching, whilst teaching and post teaching activities. In teaching English the teacher using some strategy, there are pictorial illustration, verbal illustration, read and say, association, games and choral drill. The teacher obligated the students to memorize the vocabulary in the next meeting about the clothing.

Fourth meeting, SY stated on Indonesian language:

"Pada pertemuan keempat saya menggunakan strategi gambar ilustrasi, ilustrasi lisan dan pengucapan atau beryanyi untuk mengajarkan materi part of body. (In fourth meeting I used strategy such as pictorial illustration, verbal illustration and choral drill to teach material part of body).

SY stated in fourth meeting she used some strategy such as pictorial illustration, and choral drill for teaching about part of body. She showed the pictures part of body and explained to the students, it means she used pictorial illustration and verbal illustration strategy. She asked the students to sing a song part of body together with her, it means she used choral drill strategy.

e. Fifth meeting

Findings in the fifth meeting. Based on observation, the teacher activities were devided into three activities; pre-teaching, whilst teaching and post teaching activities. The teacher began the lesson by greeting to the
students then made some jock for them. Finally, the teaching English strategy in the fifth observation was used by read and say, pictorial illustration, verbal illustration, demonstration, games and Question. The teacher obligated the students to memorize the vocabulary.

**Fifth meeting, SY stated on Indonesian language:**

"Pada pertemuan kelima saya menggunakan strategi ilustrasi gambar, ilustrasi lisan dan membaca dan pengucapan, untuk mengajarkan materi clothing." (In fifth meeting I used strategy such as pictorial illustration, verbal illustration, and read and say to teach material about clothing).

SY stated in fifth meeting she used some strategy such as pictorial illustration, read and say, and demonstration for teaching about clothing. She showed the pictures of clothing and explained to the students, it means she used pictorial illustration and verbal illustration strategy. She ask the students to practice short conversation about clothing, it means the teacher used the read and say strategy.

From the findings of observation, strategies applied by the teacher were pictorial illustration, game, association, questioning, choral drill, read and say, look and say, demonstration and narration. As the conclusion the most strategies used by the teacher was pictorial illustration than the other strategy.

From the findings of interview, strategies that applied by the teacher in English teaching were pictorial illustration, Look and Say, Read and Say,
Narration, Choral Drill, and Association. As the conclusion the most strategies used by the teacher was pictorial illustration than the other strategy.