

CHAPTER V

ANALYSIS

A. Discussion

The research problem stated: "What are the teacher's strategies in teaching English to the students of the fifth grade at SD Al-Furqan Palangka Raya? Hence, the question looked for the answer of teacher's strategies in teaching English to the students of the fifth grade at SD Al-Furqan Palangka Raya. To answer the research problem, descriptive qualitative was applied.

Teaching English to young learners is very interesting topic to discuss. It seems that it is easy to teach a foreign language to children, but it is not. In several strategies above can help the learner's understand about English. In fact children their own characteristics, which are very different from adults. The way we treat children is also different from adults. In teaching English for foreign language teacher should know several strategies to make the children understood with our teaching. As we know the children love playing there are to be active if our teaching we mix with the playing.

See Hudelson stated in Endang Fauziati that children language classes need to be active rather than passive; they need to be engaged in activities of which language is a part. They need to be working on meaningful tasks and use language to accomplish those tasks.¹ This statement was also stated by Mrs. Seyliena who is an English teacher at SDIT Al-Furqan Palangka Raya in her interview on 8 August 2015 she conveyed that:

"Menurut saya mengajarkan bahasa inggris yang menyenangkan untuk anak-anak menggunakan permainan, dan pertanyaan atau strategi yang lainnya yang sesuai dengan materi pada saat proses belajar mengajar. Karena dengan cara itu siswa

¹ Endang Fauziati, *Teaching of English As a Foreign Language*, p.170.

sangat senang dan antusias sehingga mereka sangat menyukai bahasa inggris. Di sini bahasa inggris sangat di perlukan bagi mereka, karena setiap liburan mereka ke luar negeri, maka dari itu mereka sangat antusias dalam belajar bahasa inggris.”

The statements above described that strategy is the teacher used at SDIT Al-Furqan Palangka Raya, because without strategy the teacher difficult to convey the English lesson and make students understood. Especially for Mrs. Seyliena, she was contributed the best teaching process to her students, especially in English teaching.

The result of interview, observation, field note and documentation, showed clearly that teacher's strategies in Teaching English to the Students of the Fifth Grade at SD Al-Furqan Palangka Raya were pictorial illustration, choral drill, look and say, read and say, association, narration, questioning, game and demonstration.

There were ten strategies used by the teacher in teaching English to the students of the fifth grade at SD Al-Furqan Palangka Raya. The teacher applied variety of strategies in teaching English in every meeting. It could be seen as follow:

1. Pictorial Illustration were 55.5 %
2. Verbal Illustration were 55,5 %
3. Look and Say were 11.1 %
4. Read and Say were 33.3 %
5. Narration were 11.1 %
6. Choral Drill were 33.3 %
7. Association were 44.4 %
8. Game were 33.3 %
9. Demonstration were 11.1%
10. Questioning were 44.4 %

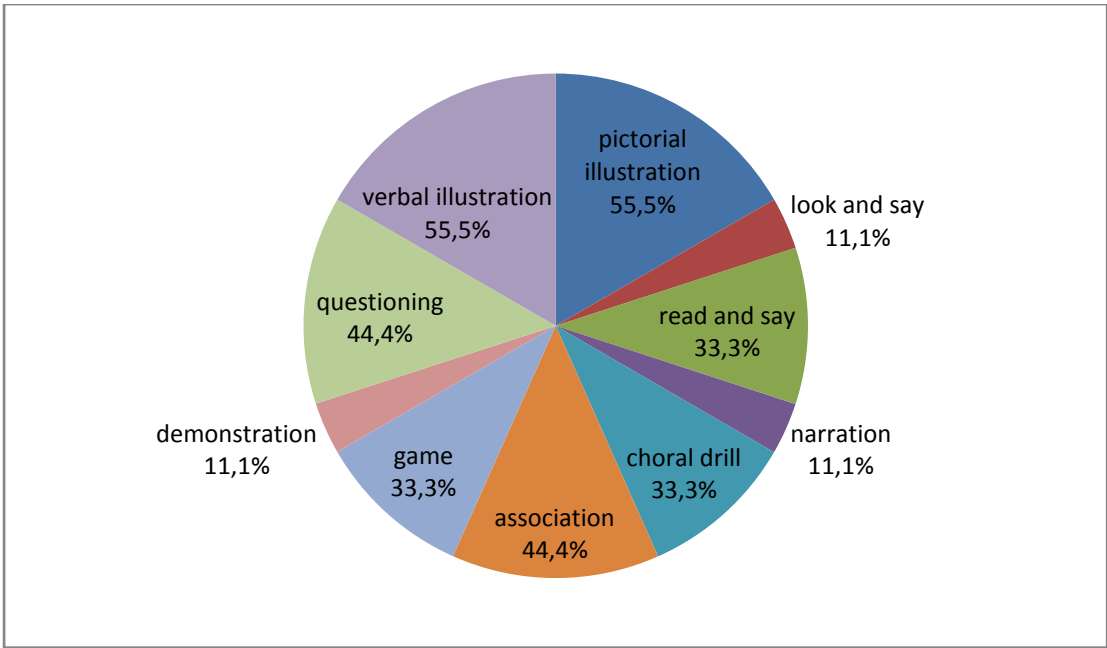


Figure 4.1 the percentage of Teacher's strategies in teaching English to the students of the fifth grade at SD Al-Furqan Palangka Raya

Based on the percentage of teacher's strategies in teaching English to the students of the fifth grade at SD Al-Furqan Palangka Raya above, it could be known the highest percentage were pictorial illustration and verbal illustration than the other strategies. The second highest percentage were association and questioning strategies. The third percentage were read and say and game strategies. Then the low percentage or the strategy which infrequently teacher applied are look and say, demonstration and narration. The strategy are supporting in teaching learning the teacher's in teaching English to the fifth grade students at SDIT Al-Furqan Palangka Raya. The overall strategies used by the teacher's strategies in teaching English to the students of the fifth grade at SDIT Al-Furqan Palangka Raya as follows:

Table 4.3 The teacher's strategies in teaching English to the students of the fifth grade at SD Al-Furqan Palangka Raya.

No	Strategies	Explanation about teacher's strategy
1	Look and Say	Teacher showed the picture than asked to

		students what the picture is it so the students competed to answer it
2	Read and Say	Teacher reading aloud to describing occupation than students imitate the teacher
3	Pictorial Illustration	Teacher used pictorial illustration to guess the name of food and drink, occupation, part of body, describing clothing and family
4	Verbal Illustration	The teacher giving explained about a phrase or sentence that show the typical use of the word on context
5	Narration	The teacher using narration in occupation that would be assigned them to write a description the students make a story telling about occupation
6	Choral Drill	Teacher applied to sing a song and brainstorming the vocabularies appropriate in food and drink and part of body material
7	Association	Teacher applied in vocabularies before teacher give explanation about family material
8	Game	The teacher make a game using paper work. In a game, students must completing card of food and drink appropriate a picture.
9	Demonstration	Teacher demonstrate to the students about the part of body lesson.
10	Questioning	Teacher give some question to measure the students knowledge.

According to Bonnie Piller and Mary Jo 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. In Class I, illustrations in the reader are used for the words *cake*, *snake*, *gate*, *face*, *table*,

chair, and *crayon*. After children are guided in reading a story called “Good Morning,” which presents two children greeting each other when arriving at school, the comprehension questions require the matching of illustrations. Children need to identify Edi’s yellow bag and Ani’s pink bag.

The data that collect by the writer was supported by observation checklist. It could be seen in table below:

Table 4.4 Teacher’s strategies in teaching English to the students of the fifth grade at SD Al-Furqan Palangka Raya based on observation checklist

No	Meeting	Observation Checklist		Percentage
		Yes	No	
1.	First meeting	22	4	84,61%
2.	Second meeting	22	4	84,61%
3.	Third meeting	21	5	80,76%
4.	Fourth meeting	22	4	84,76%
5.	Fifth meeting	22	4	84,76%

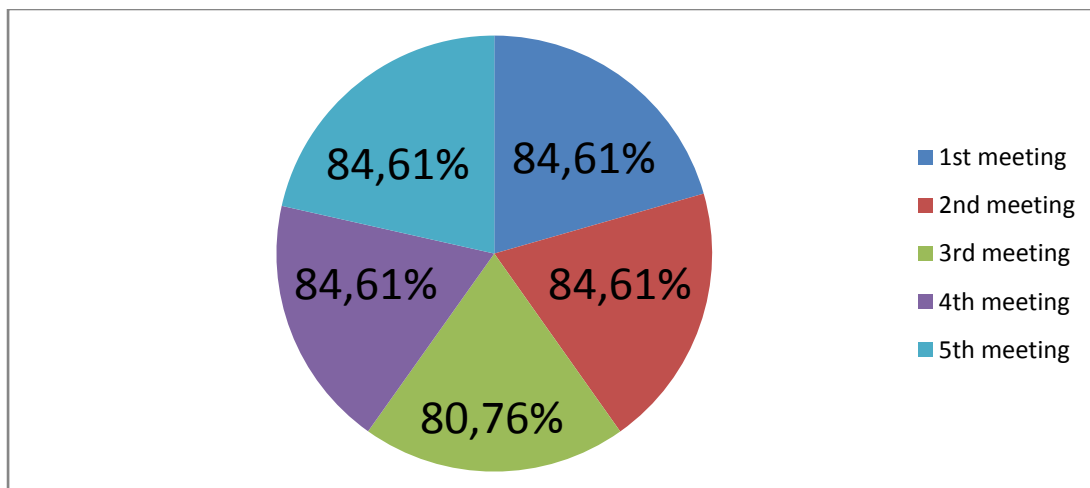


Figure 4.2 The percentage of teacher’s strategies in teaching English to the students of the fifth grade at SD Al-Furqan Palangka Raya

This finding was suitable with the theories as stated in chapter II. Teaching is a contrast between a student and a teacher. This implies that teacher and students have an agreement and some distinct obligation to each other. There is also an agreement to give the teaching obligation in the best way, to expect the same from all learners. Good teaching is hard work and every class is a performance.² Teaching is a process to give guidance or help the students to do the learning process.³ From the teaching learning process, a teacher is supposed to develop students' skills, change their attitudes, and guide them to do something and make them understand about knowledge that has been taught.

English is very difficult to teach to the children if the teacher teaches the students without using the strategy, media, method and evaluation. But the writer observed the teaching learning process, and the teacher used strategy, media and evaluation based on the material on it.

Based on Rebecca L. Oxford strategies are important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Learning strategies help the learners participate actively in such authentic communication⁴. The benefit of using strategies helps the students who want to learn English language well.

Brown states:

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information⁵.

² John A. Lott, What is teaching
(http://kb.osu.edu/dspace/bitstream/1811/34658/1/lott_what_is_teaching_2008.pdf)

³ Syaiful basri djamarah, strategi belajar mengajar, jakarta: Rineka cipta, 2002,p.45

⁴ Rebecca L. Oxford, language learning strategy, Boston Heinle & Heinle publisher, 1990, P.1

⁵ H. Douglas Brown, *Principles of Language*, p. 113.

According to Good and Brophy in Good et. al.(2009), teachers of EFL at elementary schools should be able to select the following general aspects of effective teaching to achieve best practice⁶:

1. *Appropriate expectations.*
2. *Proactive and supportive classrooms.*
3. *Opportunity to learn.*
4. *Curriculum alignment.*
5. *Coherent content.*
6. *Thoughtful discourse.*
7. *Scaffolding students' ideas and task involvement.*
8. *Practice/application.*
9. *Goal-oriented assessments.*

Arsyad states:

Media meant as human, material or things to made building a good condition that can make students get knowledge, skill, or attitudes. From the definition teacher, books, and school all of media⁷.

Slameto states:

The evaluation is used to measure the student ability and understanding besides, it is used to know the students difficulties facing the teaching process. The evaluation is used to measure the students' ability and understanding. Besides, it is used to know the students difficulties facing the teaching process⁸.

It needs to use strategy, media, and some evaluation in teaching learning process. Because everybody has strategy in learning everything. It is conscious or unconsciously. It is natural for teacher to use strategy in learning process. Sometimes strategy can help the

⁶Good, Thomas L., Wile, Caroline R. H., and Florez, Ida R.. 2009. Effective Teaching: An Emerging Synthesis. In Saha, Lawrence J. and Dworkin , A. Gary (Eds). *International Handbook of Research on Teachers and Teaching: Part Two* (pp803- 816).

⁷ Azhar Arsyad, *Media Pengajaran*, p. 3

⁸ Slameto, belajar dan faktor. P.35

students, so the teacher help the learner. Media can also support their teaching learning, because can develop the students' creativity to study hard and to increase their ability. The teacher not only use one strategy and one media, but also give the students' evaluation after teaching learning process. Its purpose to measure how far the students' comprehend about the material.