

THE TEACHING STRATEGY USED BY THE TEACHER IN TEACHING ENGLISH AT SDN DINOYO I - MALANG



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Teaching young learners is different from teaching adult learners. Different characteristics possessed by children made different ways how they learn something. Children have a very short attention and concentration span in learning. Besides, they like to learn something through concrete objects and should be stimulated in such a way to arouse their focus toward material taught. Consequently, it needed specific strategies and techniques in teaching young learners especially for those who were in the stage of learning basic language. They like to learn through interesting ways such as singing songs, playing games, coloring, etc.

This research aimed at studying the teaching strategy in teaching young learners at SDN Dinoyo I-Malang and how it implements in classroom activity. This research tried to find out kind of strategy that is used by the teacher in teaching English and the implementation of that strategy in classroom activity. This research used descriptive qualitative in the form of narrative essay. The writer took one English teacher of SDN Dinoyo I as subject of study. To collect the data and information necessary for the research the writer conducted the classroom observation and interviewed the English teacher.

After analyzing the data, the result of this research showed that the teacher used modeling & mimicry, demonstration, and singing songs in teaching English at SDN Dinoyo I. The strategies were used because they matched with children's way of learning where they like to learn through model, illustration, repetition and drill activity. The teacher also taught them by using gesture and facial expression in order to help them to grasp and reinforce the vocabularies and material taught. The writer also found that the teacher seldom used media. In using these strategies, the teacher explained the material step by step, beginning with pre-teaching, whilst teaching, and post-teaching. In explaining the material, the teacher provided modeling and examples in the form of oral and written repeatedly and then students imitated it as the teacher showed. Drilling activity also included to reinforce their vocabulary. If the students mentioned vocabularies or read the passage with incorrect pronunciation, the teacher corrected it directly and modeled how to pronounce correctly. To avoid student's boredom, the teacher gave songs and sang them together. In conclusion, based on the result above, the teacher should apply various teaching strategies to avoid monotonous in teaching and use various media to ease the students to grasp the teaching material.