TEACHERS' STRATEGIES IN TEACHING ENGLISH FOR YOUNG LEARNERS

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Abstract

In this globalization era, people have to communicate globally. English plays a very important role especially in international communication. It is used in various activities like education, business, politics and technology. Consequently, it is taught in Indonesia to provide supplementary knowledge for communication. The importance of learning English cannot be ignored, it is the greatest common language spoken all over the world. In addition, learning English is very important to increase knowledge and language ability. In Indonesia, English has been introduced at kindergarten school, as the development of the world globalization that demand English skill for all people from different nation in the world. Every school has learned English, there is no need to fear but urgent need for wise adaptation and negotiation so that English becomes a powerful tool for gaining tremendous and unlimited knowledge for all kinds of subjects learned at school. Teaching English to young learners is not as easy as imagined, the teachers is not only help the students to get knowledge, competences and morality, but also have to prepare everything's need. The teachers have to use many strategies in teaching such as applying various strategies, media and game in order to keep students' interest in learning English. In this research, quantitative research was used that aim to find out teachers' strategies in teaching English to young learners. The population was all of the teachers at one of kindergartens in Palembang, and the sample was selected through simple random sampling technique. In collecting the data, interview and questionnaire were used, and then the data was analyzed through descriptive method in this research. Based on the result of the research, it was found that there were three teaching and learning strategies used by the teachers in teaching English for young learners.

Keywords: Teachers' Strategies, Teaching English, Young Learners

INTRODUCTION

A language is a medium used to communicate with other people. Putra (2020) stated that the language can make us easier exchange ideas, communicate and many other things. In world todays, there are many language are used. Language is also our primary source of communication. One of them is English that is used almost all over the world. English is one of communication abilities used in global. Handayani (2016) stated that English is one of global languages that have an important role for communication and interaction globally. Mappiase and Sihes (2014) mentioned that English today has become an important medium in the world for communication. Even thought, English today is used in various activities like education, business, politics and technology. Consequently, it is taught in Indonesia to provide supplementary knowledge for communication.

In Indonesia, English has been introduced at primary level, as the development of the world globalization that demand English skill for all people from different nation in the world. Silalahi (2015) stated that in Indonesia every school has learned English, there is no need to fear but urgent need for wise adaptation and negotiation so that English becomes a powerful tool for gaining tremendous and unlimited knowledge for all kinds of subjects learned at school. The importance of English to Indonesian students since the early education for the students' own needs for a prosperous life. Although the teachers' positive attitude for supporting English subject given some efforts should be done to protect and maintain the national's language, culture, and identity. In addition, Gunantar (2016) stated that English as an international language in Indonesia has influenced the development of the English curriculum. In the English Syllabus in Indonesia, the process of enhancing English communicative learning or the communicative method is being developed. In short, in this modern era people are required to be proficient in English language.

In this globalization era, people have to communicate globally. English language plays a very important role especially in international communication. The importance of learning English cannot be ignored, English is the

greatest common language spoken all over the world. Kucukler and Kodal (2019) argue that the importance of English in foreign language learning has been widely accepted in recent year and the English language now is well established as an international language. It has prominent role in developing world's education and other fields. Nishanti (2018) also stated that there are reasons to learn English. They are English is the international common tongue, Education, the language of Hollywood or most movies are in English, internet and press, resources make learning English easy, travel and business, speaking English give access to a world of entertainment, and make us can say any things in different ways.

In addition, learning English is very important to increase our knowledge and language ability. The materials learned by the students should be comprehended by the teachers because it affects them, and it will give benefit them someday. Sudjana (1989) claimed that in the teaching and learning process, the teacher must do several things in order to achieve a teaching and learning process, including; opening, teaching methods, give the material, class management and closing. Kurniasih (2011) claimed that English subject are taught for the students to use it as a communication tools, the program needs to focus on four language skills; listening, speaking, reading and writing. To meet these objectives, it is very important for the teachers to adapt teaching materials, activities and strategies according to language proficiency levels. In short, the four of language skills must be taught as separated things, because each language skill process enhances the students' ability to use the others.

Teaching English to young learners is not as easy as imagined, the teacher is not only help the students to get knowledge, competences and morality, but also have to prepare everything's need. Teachers have an important role in guiding the learners to learn English that means the teachers have to be creative in helping them to tackle English in teaching and learning process by applying the best strategies. Malihi (2015) stated that the teachers must be prepared and professionally supported pedagogically and on the language proficiency level as well. He also stated that young teachers were more interested in communication skill to promote students' motivation than experienced once. Yembise (2011) claimed that the teachers must be critical when choose the methods, techniques or strategies to use in their classrooms. In short, the teachers should be more creative and having experiences in teaching learning English for young learners.

Curriculum is vital in any educational institution. Dhieni & Wulan (2016) stated that the Curriculum is a guideline or guidance in learning activities undertaken by teachers and children together. The curriculum consists of, among others; component materials, methods, media, and learning evaluation conducted in early childhood institutions. If the curriculum was good and meet the principles of the curriculum, the learning that takes place will be effective for early childhood development. Based on Presidential Regulation UU of Republic Indonesia no. 20 of 2003 article 28 items 1 on the national education system contains "Early childhood education is held before the education level base." Item 2 "Early childhood education can be carried out through formal or informal educational" and then article 33 item 3 contains "Foreign language can be used as the language of instruction in English units certain education to support students' foreign language skills. Furthermore, the basis for early childhood education in National Education System UU no. 20 of 2003 article 1 item 14, contains "early childhood education is a coaching effort shown in children from birth to age 6 years which was carried out through providing educational stimuli to help grow and develop physically and spiritually so that children have readiness to enter further education". And in Article 1 point 19 which reads "curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for implementing learning activities to achieve goals certain education ". Educational activities were directed at the three roles of early childhood education, such as: (1) Education as a deep learning process the child's self, (2) Education as a process of socialization, and (3) Education as a process of forming role cooperation. Furthermore, activities of education children are learning abilities that include: (a) linguistics intelligence, (b) logical mathematical intelligence, (c) visual-spatial intelligence, (d) musical intelligence, (e) kinesthetic intelligence, (f) naturalist intelligence, (g) interpersonal intelligence, and (h) spiritual intelligence.

Strategy in teaching is the plan for a lesson a lesson that includes structure, students behavior, goals of the instruction, and an outline of tactics to implement the strategy. The teachers have to use many strategies in teaching such as applying various method, media and game in order to keep students interest in learning English. Lestari and Pratolo (2019) argue that the teaching strategies in teaching English to young learners must be focused on strategies applied in more specific skills such as vocabulary, reading, and listening, the present study examined the strategies used by the teachers in TEYL. Fitrawati (2013) stated that the teaching learning activity must be connected with daily life activity, the process must be fun and interested the learners. Jazuly and Indriyani (2018) also stated that the children have fun with physical movements and the more excited they are, the easier it is for them to remember the language learned. In brief, the teaching English to young learners is not easy because English is not their mother

tongue. Therefore, the teachers have to more prepare their strategies based on what the teachers faced in teaching English to young learners in the classroom.

Teaching English

Teaching is the process of attending people's need, sharing knowledge and experiences to the learners in the classroom situation. Brown (2007) stated that teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. Teachers' understanding of how the students learn will determine the philosophy of education, the teaching style, and the approach, methods or classroom techniques. Derakhshan and Shirmohammadli (2015) stated that the teaching English is an important issue in countries where English is not their first language because they cannot use English in real life situations, they have to learn sentences in the textbooks not in real environments. They also claims that the teaching is multidimensional process and teachers should pay enough attention to all student skills such as reading, writing, listening and speaking. Furthermore, Subagio (2010) stated that the willingness to do the job and responsibility to provide learning satisfaction to students, the ability to do tasks and responsibilities at some level of education. In the learning environment, the professional abilities of teachers are not only shown in the academic field but also in attitudes and actions that reflect the educator's personality. This means that if teachers involved in learning activities have good performance and trustworthiness will improve students' attitudes and learning motivation and also improve the quality of learning. Pointedly, the teaching process in the classroom must have a good lesson planning and also the teachers must be understand how the learners to learn and setting the conditions of learning.

Teaching English for Young Learners

Teaching English to young learners is the process of teaching English to primary age students. Jazuly & Indriyani (2018) stated that teaching English to young learners is a lingua franca today and younger is better, it means that teaching English to young learners are the convenience of their age for language acquisition because young learners will learn more quickly. Nufus (2018) claims that teaching English to young learners basically is the unique activity should attract them not to force them in knowing the forms or the structure of the language, it means teaching English for the primary age did not have any regulation that can force the school to give the teaching or not.

Furthermore, teaching English to the children is not an easy job to do. Cameron (2001) claimed that the children are often more enthusiastic and excited as learners. Children often seem less embarrassed than adults to talk a new language and the lack of inhibition seems to help them acquire accent that are more native-speakers. Piaget (1980) stated that the children are seen as continually interacting with the world around them, solving problems that are presented by the environment. It is through taking action to solve problems that learning occurs. Pointedly, the teachers must support learning English to young learners. The teachers have to mastery the techniques of teaching English to young learners.

Teaching Strategies

Teaching strategy refers to method used. The Appropriate learning strategies can help students learn the desired lesson and can develop to achieve the goals of teaching. Sarode (2018) stated that the teaching strategy is the general plan for the lesson that includes: desired learner behavior in terms of purpose of instruction and planned outline the tactics needed to implement the strategy. Moreover, teachers have their own teaching style with different instructions. Ahmadi and Prasetya (2015) define that strategy has the definition of taking steps to achieve a goal. Meanwhile, in the context of teaching and learning English, there are several definitions of strategy. Brown (2007: 132) stated that strategy is a specific step that we can take on a problem, and it varies greatly in each individual. Then, Brown (2007) also argues that the learning strategies are related to receptive domains, namely intake, memory, storage and recall (p.137). Franzoni and Assar (2009) added the strategies in teaching are the elements that the teacher gives to his students.

Teaching is an activity to help someone to learn something, giving instructions, and guiding in learning something, with knowledge, thus causing the student to know or understand of something. A teaching strategy is a design made to help students achieve the learning objectives that have been determined. Franzoni and Ashar (2009) state that teaching strategy is an element that given by the teacher to his students in order to facilitate a deeper understanding of a subject information. Hartanto (2008) divide the learning strategies based components emphasized in the teaching program into three categories. Those are: (1) teacher-centered, (2) student-centered, and (3) learning material-centered. Merlot (2014) provides several teaching strategies as follow:

a) Active Learning
Active learning approach is anything that students do in a classroom other than merely passively listening to an instructor's lecture. The students are more active than teacher. The research shows that active learning can improve students' understanding and retention of information and can be very effective in developing higher order cognitive skills such as problem solving and critical thinking.

b) Clicker Use in Class
Clickers enable instructors to rapidly collect and summarize student responses to multiple-choice questions that they ask of students in class.

c) Collaborative/Cooperative Learning
Cooperative and collaborative learning are instructional approaches in which students work together in small groups to accomplish a common learning goal.

d) Critical Thinking
Critical thinking is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer, and judge. It 14 brings these activities together and enables the student to question what knowledge exists.

e) Discussion Strategies
Discussion strategies engaging students deepen their learning and motivation by propelling them to develop their own views and hear their own voices. A good environment for interaction is the first step in encouraging students to talk.

f) Experiential Learning
Experiential learning is an approach to education that focuses on "learning by doing" on the participant's subjective experience. The role of the educator is to design "direct experiences" that include preparatory and reflective exercises. John Dewey pioneers this approach.

g) Games/ Experiments/ Simulations
Games, experiments and simulations can be rich learning environments for students. Students today have grown up playing games and using interactive tools such as the Internet, phones, and other appliances. Games and simulations enable students to solve real-world problems in a safe environment and enjoy themselves while doing so.

h) Humor in the Classroom
The using humor in the classroom can enhance student learning by improving understanding and retention.

i) Inquiry-Guided Learning
With the inquiry method of instruction, students arrive at an understanding of concepts by themselves and the responsibility for learning rests with them. This method encourages students to build research skills that can be used throughout their educational experiences.

j) Interdisciplinary Teaching
Interdisciplinary teaching involves combining two different topics into one class. Instructors who participate in interdisciplinary teaching find that students approach the material differently, while faculty members also have a better appreciation of their own discipline content.

k) Learner-Centered Teaching - Learner-centered teaching means that the student is at the center of learning. The student assumes the responsibility 15 for learning while the instructor is responsible for facilitating the learning. Thus, the power in the classroom shifts to the student.

l) Learning Communities
Communities bring people together for shared learning, discovery, and the generation of knowledge. Within a learning community, all participants take responsibility for achieving the learning goals. Most important,

learning communities are the process by which individuals come together to achieve learning goals. In short, in the learning communities, all students in a certain communities are responsible to the learning.

m) Lecture Strategies
Lectures are the way most instructors today learned in classes. However, with today's students, lecturing does not hold their attention for very long, even though they are a means of conveying information to students.

n) Mobile Learning
Mobile learning is any type of learning that happens when the learner is not at a fixed location.

o) Online/Hybrid Courses
Online and hybrid courses require careful planning and organization. However, once the course is implemented, there are important considerations that are different from traditional courses. Communication with students becomes extremely important.

p) Problem-Based Learning
Problem-based Learning (PBL) is an instructional method that challenges students to "learn to learn," working in groups to seek solutions to real world problems. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life, and will help prefer students for their careers. This approach is similar to the problem-solving approach.

q) Service Learning
Service learning is a type of teaching that combines academic content with civic responsibility in some community project. The learning is structured and supervised and enables the student to reflect on what has taken place.

r) Social Networking Tools
Social networking tools enable faculty to engage students in new and different means of communication.

s) Teaching Diverse Students
Instructors today encounter a diverse population in their courses and many times need assistance in knowing how to deal with them.

t) Teaching with Cases
Case studies present students with real-life problems and enable them to apply what they have learned in the classroom to real life situations. Cases also encourage students to develop logical problem solving skills and, if used in teams, group interaction skills. Students define problems, analyze possible alternative actions and provide solutions with a rationale for their choices.

u) Team-Based Learning
Team-based learning (TBL) is a fairly new approach to teaching in which students rely on each other for their own learning and are held accountable for coming to class prepared. Research has found that students are more responsible and more engaged when team-based learning is implemented. The major difference in TBL and normal group activities is that the groups are permanent and most of the class time is devoted to the group meeting.

v) Team Teaching
At its best, team teaching allows students and faculty to benefit from the healthy exchange of ideas in a setting defined by mutual respect and a shared interest in a topic. In most cases both faculty members are present during each class and can provide different styles of interaction as well as different viewpoints.

w) Writing Assignments
Writing assignments for class can provide an opportunity for them to apply critical thinking skills as well as help them to learn course content.

There are several component of the teaching-learning strategy (Hamruni, 2011) as follow:

a) Teacher
Teacher has a role to create the students' environment in order to suit with the expected environment from the students' learning process that finally students can get the expected learning outcomes.

b) Students
Students are the component who doing the learning activity to develop the real potential competence to achieve the learning objectives.

c) The objectives
The objectives are the basic foundation to determine the strategy, learning material, media, and the evaluation of learning.

d) Learning material
Learning materials is a medium to achieve goals, in the form of learning material that is arranged systematically and dynamically in accordance with the direction and development progress of science and the demands of society.

e) Learning activities
In order to the learning objectives can be achieved optimally so in determining the learning strategies need to be formulated components of learning activities in accordance with the standards learning process.

f) Method of teaching
Method of teaching is the way used to achieve the learning objectives which has been planned.

g) Media of learning
Tools used in learning are anything that can be used to achieve the learning objectives.

h) Source of learning
Source of learning is everything that can be used as a place or reference where learning materials can be obtained.

i) Evaluation
Evaluation is a component that functions to determine whether the goals set have been reached or not.

j) Environment
The environment will influence the teacher in determining teaching learning strategies.

There are many kinds of teaching strategies that can be applied in the language teaching process. Wehrli (2003) explained the teaching strategies as follow:

a) Brainstorming
Brainstorming is a process for generating multiple ideas/options in which judgment is suspended until a maximum number of ideas has been generated.

b) Case-Based small group discussion
In this teaching strategy, small groups of 5-10 address case-based tasks, exchanging points of view while working through a problem-solving process.

c) Demonstration
Demonstration means performing an activity so that learners can observe how it is done in order to help prepare learner to transfer theory to practical application. Moreover, demonstration strategy involves the teacher showing learners how to do something.

d) Games
Games are used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles. Carefully planned uses of games in the classroom (e.g., for practicing certain verbs, tenses, questions, locatives, etc.)

e) Independent study
Independent study is a teaching strategy designed to enhance and support other instructional activities. Learning activity is typically done entirely by the individual learner (or group of learners) using resource materials. It may be done using computer/web-based technology.

The principles of Effective Teaching Strategy

There are ten principles of effective teaching strategy. They are: (1) Teaching and curriculum design need to be focused on meeting students' future needs, implying the development in students of generic capabilities such as critical thinking, teamwork and communication skills, amongst others; (2) Students must have a thorough understanding of fundamental concepts even if that means less content is covered; (3) The relevance of what is taught must be established by using real-life, current and/or local examples and by relating theory to practice; (4) Student beliefs must be challenged to deal with misconceptions; (5) A variety of learning tasks that engage students, including student discussion, need to occur in order that meaningful learning takes place; (6) Genuine, empathetic relationships with individual students should be established so that interaction can take place; (7) Teachers should motivate students through displaying their own enthusiasm, encouraging students and providing interesting, enjoyable and active classes; (8) Curriculum design should ensure that aims, concepts, learning activities and assessment are consistent with achieving learning outcomes related to future student needs; (9) Each lesson must be thoroughly planned but flexible so that necessary adaptations may be made based on feedback during the class; and (10) Assessment must be consistent with the desired learning outcomes and should, therefore, be authentic tasks for the discipline or profession (Devlin and Samarawickrema, 2010, p. 113-114).

Teaching English Strategies for Young Learners

Teaching English for Young Learners (TEYL) is the way to introduce English as a foreign language to young students and to provide the teachers with the knowledge and skills needed to support young learners through the delivery engaging and motivating lessons. Shin (2006) stated that there are some ideas can be applied to learners ranging from approximately 5 to 12 years old and can be used for various proficiency levels, such as:

a) Supplement activities with visuals, realia and movement.

   Young students usually have short attention spans and more physical energy. they are very close to their environment and are more interested in physical and obvious. Their understanding comes through their hands, eyes and ears.

b) Involve students in making visuals and realia.

   One way to make learning more fun is to involve students in the creation of the visuals or realia. Having children involved in creating the visuals that are related to the lesson help engage students in the learning process by introducing them to the context as well as to relevant vocabulary items. Students are more likely to feel interested and invested in the lesson and will probably take better care of the materials.

c) Move from activity to activity.

   Move from one activity to another activity is good for young students, especially those from 5-10 years of age. Do not spend more than 10- 15 minutes in one activity because children tend to get bored easily.

d) Teach in themes.

   There are many things to consider when planning many kinds of activities. We must be connected to each other to support the process of learning English. A description of a thematic unit is a lesson that revolves around the same topic or subject, making a broader meaning and making students focus more on content of communication. There are many things that can be done to build student knowledge, namely songs, stories, and also do many language-related activities throughout the unit.

e) Use stories and contexts familiar to students.

   In selecting theme or material, we must find what is the suitable for your students, you should find based on their language proficiency and what they are attracted to, because very young learner students are starting to learning a new content and stories in their native language at school and continue to develop cognitively, that may have limited knowledge and experience in the world. This means that the context used when teaching must be familiar because English is something foreign to them.

f) Establish classroom routines in English.

   Basic routines in the classroom help the teacher to manage their young students. Such as, grabbing students' attention before reading a story or calming students down before an activity is carried out.

g) Use L1 as a resource when necessary.

   Use L1 is more important than spending time explaining. Use L1 in the classroom as a resource to simplify the teaching and learning process. The teacher should focus on how to build communicative skills and save your time for target languages actually within the reach of students.

h) Collaborate with other teachers in your school.

To make your student's learning experience richer, you have to collaborate with other teachers in your school. You must relate your learning to the topics, activities, and stories in the learning activities that your students will learn in their native language. Planning thematic units related to learning in other subjects. If other teachers are ready to visit each other's room it can be a great direction to see what each other's class is learning and how. This can help in creating more effectual learning for students and the ability to link between language and content is further enhanced.

i) Communicate with other TEYL professionals.

To see what content is most relevant to your students, you can work with other teachers in your school. It is very important to keep in touch with other TEYL professionals in your local area or internationally, to help keep the class fresh with new ideas, because collaboration can help in finding new solutions and ideas for problems faced by teachers.

METHOD

Methodology

The quantitative research in the form of survey as the methodology was used in this study. Creswell (2012) stated that the survey research design is procedures in quantitative research in which investigate the attitudes, opinions, behaviors, and characteristics of the population. Then, Creswell (2012) also claimed that quantitative research is another kind of research that aims to find out the information about samples to describe attitudes, opinions, behaviors, or characteristics of a population. Frankle, Wallen, and Hyun 2012) added that the purpose of conducting research quantitatively is to interpret the characteristic of a population through the samples' presence involved in research. Pointedly, quantitative research in the form of survey was used in this study.

Population

The population of this study was all the teachers at one of kindergartens in Palembang. The researcher determined the population before appointing the sample. Frankle, Wallen, and Hyun (2012) stated that the population is a group of individuals that enable a researcher to select a number of them as the sample in a certain study to find the information about a wanted case. In line with this research, the population of this study was the teachers of TK Mutiara Hati Palembang.

Sample

In this research, simple random sampling was used in order to represent the sample. Creswell (2012) mentioned that the researcher select the participants for the sample that has an equal probability of being selected from the population. Therefore, the survey was to find out the answer of research problem in this research. The researcher took nine teachers from kindergarten in Palembang.

Data collection

Interview

In collecting the data, there was an interview. It was given to the teachers at kindergarten school in Palembang. The interview was about teaching and learning strategies that was used in teaching English in the classroom. Some questions were used in order to find out the strategies that the teacher used in teaching English and how the effectiveness of strategy was applied in the class.

Questionnaire

In this research, the researcher used questionnaire. Questionnaire was a collection of written questions that was used to obtain information from respondents about them selves or things they know. The questionnaire in this research was used to find out the teachers' strategies in teaching English at Kindergarten. Creswell (2012) stated that the questionnaire is a form used in research to be completed by participants and then returned to the researcher. The participants selected answers from the questions and provided basic demographic or personal information. Cohen, Manion and Morrison (2007) also claimed that the questionnaire is entirely used in quantitative research as an instrument to collect information about the samples that enable it to be taken into data analysis.

Thus, the questionnaire in this study used to find the answer of research problem in this research. The process of conducting questionnaire used Google form. There were nine teachers from kindergarten in Palembang who are willing to fill out the questionnaire. First, the researcher sent a text message to the teachers and shared the link of

Google Form that the researcher had made before. The questionnaire consisted of twenty items. Each of items had been translated into Bahasa Indonesia to ease them in interpreting and understanding the meaning.

Validity and Reliability

Validity was the ability of an instrument to measure what it was designed to measure. Creswell (2012) stated that the validity is the test interpretation of scores about the concept or construct that the test is assumed for measure of development sound evidence. Kumar (2012) stated that the concept of appropriateness and accuracy as applied to a research was called validity. The validity of questionnaire in this research had been successfully validated and used by previous study.

Reliability was a stability of research instrument. Creswell (2012) stated that reliability was a score of the instrument that is stable and consistent. Johnson and Cristensen (2012) mentioned that to check reliability of scores, the coefficient should be at least 0.70, preferably higher. On the other hand, it was consistent and stable, hence it was predictable and accurate that was called as reliable. Thus, the questionnaire was validated and proved reliable (at 0.76) as the instrument to collected the data.

Data Analysis

In this research, the data was analyzed through descriptive method. In addition, the data collection from the questionnaire was cultivated through percentage analysis, which related to the number, frequencies, mean and percentage that would be computed to identify how was the teachers' strategies in teaching English at Kindergarten in Palembang.

FINDINGS AND DISCUSSION

The findings of this research show that there were teaching strategies applied by the teacher. The strategies were selected in order to avoid things that are not desirable because it should help the teachers to achieve educational goals and the development of the students. It was found that the teachers used demonstrating, describing, and singing song strategies in teaching. It was done because those strategies were the common techniques in the school. The teachers almost never used another strategies because they thought that those strategies were easy and suitable for young learners. The teachers were worry if they used another strategies; the students were easy to feel bored and did not have much confidence to learn. Furthermore, the problems faced by the teachers in applying the certain teaching techniques were; the learners lacked of self-confidence, the learners shouted and moved too much, and the learners sometimes got difficulties in practicing the teacher instructions. Therefore, the best teaching techniques implemented by the teachers are demonstrating, describing and singing song strategies.

Moreover, the teachers' practice in English literacy instruction is reflected back through the application of their teaching techniques during classroom teaching. The findings show that all teachers apply similar techniques such as demonstrating, describing and singing song strategies. In addition, it was found that the reason why the teachers did not apply another strategies is because of the preparation and students convenience. The new strategies were very difficult, because it needs many preparations and the students would have difficulty.

Furthermore, based on the result of questionnaire that was filled in by the nine young learners teachers, it can be seen from the scoring data used Scale Likert which was usually applied to observe views, opinion, or attitude to the respondents, that the teachers applied teaching and learning strategies when they taught English to young learners The questionnaire data interpreted based on the teachers experienced in teaching English. The statement of scoring were (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, (1) Strongly Disagree. The result also shows that the teachers had enthusiasm in teaching English for young leaners and regarded introducing English as a necessity at the level.

CONCLUSIONS

Based on the result of data collection and analysis, it can be concluded that there were three teaching and learning strategies used by teachers in teaching English for young learners. The three strategies were demonstrating, describing, and singing song strategies. The result shows that most of the teachers preferred not to apply another strategies that use technology, it is caused the teachers preferred to use the common method that used in teaching English at kindergarten school.

Related to the conclusion explained above, the researcher would like to convey some suggestions that it is important to pay more attention to the teachers' strategies in teaching English for young learners. Despite, the researcher would like appreciated to the factor that affected the teachers' strategies in teaching English. Therefore, based on the result of this study the researcher would like to suggest the teachers by knowing the teachers' strategies in teaching English for young learners, the researcher personally expects that this research can give the teachers some beneficial reflection, information, knowledge and always improve their strategies in teaching English for young learners so the teachers more aware of their needs and their lacks in teaching learning process.

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