Teachers' Strategies in Teaching Spoken Language to Young Learners at Cita Harmoni Montessori School

A Paper

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Research Title:

TEACHERS' STRATEGIES IN TEACHING SPOKEN LANGUAGE TO YOUNG LEARNERS AT CITA HARMONI MONTESSORI SCHOOL

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DECLARATION

I hereby declare that the paper entitled "**Teachers' Strategies in Teaching Spoken Language to Young Learners at Cita Harmoni Montessori School**" is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be any claim on the origin of this paper, I would prepare for any legal responsibility.

Bogor, March 2021

Intan Febyawati

PREFACE

First of all, in the name of Allah SWT, the beneficent and merciful. All praise is merely to Allah SWT, for the gracious mercy and tremendous blessings that enable the researcher to complete this paper entitled "Teachers' Strategies in Teaching Spoken Language to Young Learners at Cita Harmoni Montessori School". This paper was submitted to English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University to fulfill partial fulfillment of the requirements for the *Sarjana Pendidikan* examination.

Hopefully, that this paper will be beneficial for young learners' teachers to innovate their teaching activity and performance especially during this pandemic. The researcher also expects that this paper will be advantageous for the students of English Language Education Study Program who are interested in conducting similar research. Furthermore, the researcher realizes that this paper is far from being perfect. Hence, criticism and suggestion for the completion of this paper are highly appreciated.

Bogor, March 2021

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Foremost, gratefulness and praises are delivered to Allah SWT, the Almighty who has given His blessings for the completion of this paper. The humblest gratitude is also given to our Prophet Muhammad SAW whose ways of life have been a continuous guidance for all human being.

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After most, she would also like to offer special thanks to the researcher's colleagues and family for the motivation, prayer, and sincere help throughout this research. May Allah SWT shower the above cited personalities with kindness, blessing, success, and honor along their live.

ABSTRACT

Learning foreign language becomes one of the needs that should be trained from an early start. Children from an early age have to be prepared to be ready for it as they will learn to communicate with others. Therefore, in order to assist the children in learning to talk the new language, young learners' teachers need to create such activities that can improve the students' ability to speak. However, in the application, the teachers are often questioning what strategies to prepare in order to teach spoken language to young learners. This research aims to investigate the strategies applied by the teachers in teaching spoken language to young learners. Four teachers are involved as participants in this research. This qualitative research uses descriptive analysis design to describe the strategies applied by the teachers at Cita Harmoni Montessori School in teaching spoken language to young learners. Three steps of triangulation are used in this research, they are; classroom observation, interview, and focus group discussion. The findings show that the teachers employ some strategies in order to teach spoken language to young learners who are around four until six years of age. Those strategies are; conversation, talking partner, repetition, gesture, picture, flashcard, song, and video.

Keywords: Teaching Strategy, Spoken Language, Young Learners

TABLE OF CONTENTS

DECLARATION iii
PREFACE iv
ACKNOWLEDGEMENT v
ABSTRACT vi
CHAPTER I 1

A. Background of the Study 1
B. Reason for Choosing the Topic 3
C. Research Question 5
D. Aim of the Research 5
E. Research Focus 5
F. Operational Definition 5
G. Research Significance 6
CHAPTER II 8

A. Strategy 8
B. A Teaching Strategy 9
C. A Strategy in Teaching Spoken Language to Young Learners 10
D. Young Learners 13
E. Montessori 14
F. Related Research 15
CHAPTER III 18

A. Research Method and Design 18
B. Research Site and Participants 20
C. Research Instruments 20
D. Research Procedure 22
E. Data Analysis 22
F. Validity of Data 23
CHAPTER IV 26

A. Data Description 26
B. Data Analysis 55
CHAPTER V 62
A. Conclusion 62
B. Suggestion 63
BIBLIOGRAPHY 65
APPENDICES 67
APPENDIX 1 68
APPENDIX 2 70
APPENDIX 3 72
APPENDIX 4 76
APPENDIX 5 92
APPENDIX 6 116
APPENDIX 7 126
APPENDIX 8 130
APPENDIX 9 131
APPENDIX 10 132
APPENDIX 11 133

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning foreign language from an early start benefits the learners to acquire the language easily. Learners who have been introduced to English language since early childhood learn better than adults or adolescents. It is claimed that at this age, children come into an optimal period in which the brain assisted language acquisition called Critical Period Hypothesis (CPH). Thus, the preeminent time for children to learn foreign languages can be started very soon by considering the aspects that may affect the learning.

Based on the idea stated by the philosophy of education, Maria Tecla Artemisia Montessori, a child learns better when the classroom is designed as a prepared environment and the concrete materials are brought as a media for learning. Hence, choosing a suitable approach and addressing the needs of each child should be considered. A classroom should be well-set in order to offer massive opportunities to children to choose what to learn based on their interests. The situation in which children have a chance to choose the materials leads to a long period of concentration. In addition, the concrete materials which are designed to show them if they have used it correctly has a control of error which also helps children to recognize errors by

themselves. When the needs of one period are fully served, the future of children will lead to a successful learning.

The curriculum offered by Maria Montessori is designed as a child-centered program that focuses on four working areas: practical life area, sensorial area, mathematical area, and language area. The four working areas served by Montessori curriculum enable the children to learn by experiencing it in the real life situation. In addition, the curriculum teaches the children to start living in harmony with other children since the mixed ages are also integrated in Montessori class.

In language learning area, Montessori provides opportunities for children to learn four areas for instance: spoken language, vocabulary enrichment, written language, and art of reading. Spoken language stands in the first stage of language learning since it is found that a child seems to pay more attention to what they hear as sound and prosody. Therefore, practicing spoken language is necessary since it can improve fluency and offer huge opportunities for the children to talk more active.

Introducing a spoken language to children may be one of the biggest challenges for young learners' teacher. The teacher should remain concentric in assisting the children to develop their spoken language acquisition. Therefore, young learners' teachers should be well-trained to teach spoken language. They also have to pay more attention on what they say and how they say since at the age of 0-6 years old, children are in the

first evolutionary period called absorbent mind where they will absorb every single thing they have received from the teacher. Once children receive the misguided one from their teacher, it will become hard to change.

Despite teaching spoken language seems to be the most challenging, Montessori schools have prepared some recommendations for the young learners' teachers in teaching spoken language. By considering it, the researcher decides to investigate the strategies applied by Montessori teachers in teaching speaking to young learners.

B. Reason for Choosing the Topic

The researcher considers three aspects in choosing the topic. First, children need analysis. Second, teacher's roles in teaching spoken language. Third, integrating Montessori curriculum into teaching to young learners. Three aspects above are identified to be the reasons for choosing the topic of "Teachers' Strategies in Teaching Spoken Language to Young Learners at Citra Harmoni Montessori School".

Children were born unique. Each child is gifted with a brilliant brain which cannot be compared to each other. The brain of each child processes language in different periods of time. Some children may show the fast progress while some others may still need a longer time. Due to different characteristics and abilities which are shown by the children, the needs analysis of the problem should be deeply observed then. The learning objective should have not intervened the minimum progress shown by each

child. Hence, an observation to analyze the needs of each child should be considered as well.

Teachers also have to understand that their role is fully as a guide in the classroom. Children need guidance by the older people to show him or her the reasons behind what should have been done by them. Therefore, understanding the role as a young learners' teacher should be considered.

Integrating Montessori into teaching and learning to young learners might help teachers and parents to choose the suitable activities for their children. Besides having four working areas which support a child-centered learning, Montessori also provides a prepared environment in which each kind of stuff that is put in the classroom has a meaning so that the children may learn from it. The curriculum proposed by Maria Montessori also provides an opportunity for children to have a life experience which incorporates relation, emotion, language, and culture. The life experience explained above is proven success to stay for a long time on the children' brain.

By considering the reasons above, young learners' teachers ought to perceive the role of the teacher in teaching spoken language based on Montessori curriculum. Besides, the need analysis of each child should be well interpreted. This research intends to find about the strategies applied by the teacher to teach spoken language to young learners. It is expected to

give the readers knowledge about how Montessori teachers teach spoken language to young learners.

C. Research Question

Related to the background of the study, the problem of this research is formulated into a question "What are the strategies applied by the teachers in teaching spoken language to kindergarten students at Montessori school?"

D. Aim of the Research

The aim of the research is to know the teachers' strategies in teaching spoken language to young learners applied by Montessori teachers.

E. Research Focus

This research focuses on the teachers' strategies which are applied when teaching speaking to young learners at Cita Harmoni Montessori School. The research will concentrate on teachers' strategies. Therefore, the aspects of instruments are developed into some points, they are: conversation, partner work, talking partner, role-play, the use of media, and the effectiveness of strategies.

F. Operational Definition

In this study, the terms are defined as follows:

1. Young learner defined in this study is the learner who ages around five until six years old. As also defined by Privilova (2006:10) cited in

Liyaningsih (2017) young learner covers a wide age range starting from three years old to the eighteen years of age.

2. Teaching strategy is the controlled activities guided by the teacher in helping the students achieve the goals of learning. Which in this study explains the activities prepared by the teacher in introducing spoken language to young learners. As stated by Kauchack and Eggen (1993:12) cited in Nasution (2017:3) is a group of activities done by a teacher to attain a certain goal.
3. Spoken language is an interactive communication which needs two or more participants (speaker and listener). The language is produced spontaneously without looking at the form of grammatical. It is intended to accomplish some tasks that are used in daily activity (Eggins 2004: 92-93).
4. Montessori is an approach that implements five basics; respect for the child, the absorbent mind, sensitive period, the prepared environment, and auto education which are designed and aimed to foster the children's natural development (Morrison 2020).

G. Research Significance

This study is expected to be useful for:

1. For teachers

   This study can be a teaching reflection and recommendation for young learners' teacher to teach spoken language to children. Therefore, young

learners' teacher can develop the teaching and learning to be more innovative during this pandemic situation.

2. For further teachers of young learners

   This study might provide new insight about how to assist children in learning spoken language especially during the online learning. Hence, the future teachers may have knowledge to be implemented when further teaching to young learners.

3. For further researchers

   This study might bring up references for the further researchers to conduct and explore more the similar research topic.

CHAPTER II

THEORETICAL FOUNDATION

A. Strategy

None of the firms can stand without a strategy. Challenge by challenge will come and try to loosened power. Hence, defining a clear strategy can be one solution to strengthen the foundation which firm has built. As stated by Yarger (2006:1) strategy is the summation of aims, ideas, and sources which include prediction of decent probabilities that may occur during the process to success. It is intended to set up the best quality results.

Besides, Dixit and Nalebuff (2008:10) say that strategy is the skill to beat another competitor who also tries to compete. In addition, strategy is also defined as skill to figure out what to do and how to guide each part of an organization to do what has been said. As mentioned by Brodie as cited in Grey (2006:2) who adds that strategy is a study of in what way or manner to do something that can guide to achieve goals precisely.

Meanwhile, Pearce II and Robinson (2008:2) define strategy as a big subsequent oriented plan that is designed to adjust the competition in order to accomplish the goal of an organization. Stoner et al., (2005) divide strategy into two concepts; (1) things that the organization wants to achieve (intend to do) and (2) things that organization has already achieved (eventually does). Moreover, Pupuh and Sobri (2009:3) accentuate the meaning of strategy as a trick, tactics, and way to behave in order to

actualize the planned target. Based on the definitions from some experts above, it can be concluded that strategy is a set of plans which aims to achieve the goals or target in order to be able to bear the competition.

B. A Teaching Strategy

Planning strategy is not only important to a company but to an education system. Besides preparing for an A and B plan, teachers should also prepare for the strategy to achieve the goals in the teaching and learning process. Seels and Richey (1994:31) as cited in Nasution (2017:3), teaching strategy is the detail of systematic activities in learning which contains methods, techniques, and procedures that enable pupils to accomplish the target of learning.

Meanwhile, Kauchack and Eggen (1993:12) cited in Nasution (2017:3) define teaching strategy as a group of activities done by a teacher to attain a certain goal. Romiszowski (1981) cited in Nasution (2017:4) explains that strategy in the context of learning is optimizing the teaching and learning process by choosing methods which can develop the pupils to be more involved in the learning activities. While, Dick and Carey (1978:106) cited in Nasution (2017:4) emphasize that teaching and learning strategy consists of the whole component in learning aiming at creating certain learning conditions in order to help the pupils in the process of learning.

Moreover, Sudjana (2014:147) has placed teaching strategy as teacher's activity in implementing the lesson plan or in other word teacher's attempt in using teaching variables that include purpose, materials, method, tool, and assessment in order to guide students to achieve the target of learning. From the definitions above, it can be inferred that teaching strategy is effort done by the teacher that focuses on helping students achieve the target learning. The effort contains a set of activities that adjusts the purpose of teaching and learning in the classroom.

C. A Strategy in Teaching Spoken Language to Young Learners

Young learners' teachers are often questioning about what and how to teach the student language, mainly the spoken language. Children cannot learn the spoken language, if they do not understand it. Therefore, young learners' teachers have to inure the students to use the target language in order to improve the children to talk more and fluently. Moreover, the teacher needs to involve her students in the practicing of spoken language in order to enable them learn. By participating in the learning, a child can develop communicative skill and knowledge about the topic that is taught. As suggested by Imaniah and Nargis (2017:63-64), teaching young learners to practice spoken language can be done throughout activities like conversation, partner work, talking partner, and role play. Moreover, they suggest young learners' teacher to use L1 as the alternative resource to help introduce the children with the target language.

As stated by Imaniah and Nargis, children will learn to interact with others. For this reason, the teacher needs to set controlled activities which help the children develop their ability to talk. The first activity that will assist the children to speak is conversation. As mentioned by Scott and Ytreberg (1990:1) that children can talk about what they are doing and they can understand direct human interaction. Therefore, providing activities which involve making a dialogue with children can help rehearse the children to talk more. Most of the children have a limited opportunity to practice speaking English outside the class hence, the teacher needs to give a lot of practices when they are in class. Conversation itself is divided into two kind; the first is informal conversation and the second is structured conversation. Informal conversation models simplest dialogue for instance, greetings, enquiries, turn-taking, responding, and non-verbal communication. Meanwhile, the structured conversation models dialogue that involves children in purposeful conversation such as introducing topics, displaying pictures, telling stories etc. The conversation should be done naturally without rehearsing the children what is going to be said. Eggins (2004: 92-93) states that the characteristics of spoken language are *interactive, face to face, spontaneous* and *casual*. The term *interactive* means that the activity needs at least two or more participant. Moreover, *face to face* infers that the activity has to be done in the same time and at the same place. Besides, the language is a kind of *spontaneous* that means it is produced without rehearsing what is going to be said. Plus, it also uses

casual language that implies the language used in teaching spoken language should be informal or the language that used in daily.

The second one is partner work. As stated by Imaniah and Nargis, the teacher can let the children to work with a partner as one of the ways to improve the student talk time. According to Scott and Ytreberg (1990:15), young learners' teacher is suggested to group the children whenever it is possible to do so. It is also supported by Harmer (2007) who states that teachers have to work with students either independently or in a group. For the application in the class, teacher can provide opportunities for children to do partner work by sharing jobs such as tidying writing corner, own or jointly made constructions, pictures, or classroom signs, puppet plays, brainstorming, list making, and another activity that provides opportunities for children to complete task together. For this reason, the teacher needs to have plenty objects and pictures to work with and involving senses within each activity (Scott and Ytreberg, 1990:5); children will look forward to the pleasant and familiar surroundings since they find it more exciting and interesting. Hence, bringing some teaching materials are found effective to help the teacher introduce the new language to children. The materials can be puppets, class mascots, paper dolls, picture cards, calendar, clock, maps, toys, building blocks, cassette recorders, and things around.

Another activity that can improve children to practice spoken language is by having the children to talk with a partner. This activity is also beneficial and effective to encourage the children to start a communication

with others. As mentioned by Imaniah and Nargis (2017:39) that children, they enjoy telling their own and listening to stories about something real and imaginary. Throughout this talking partner, children are allowed to talk about anything they find it interesting in discussing a topic with the other children.

In addition, teacher can bring role-play activity to improve the children to practice spoken language. Role-play is done based on real or imaginative experiences. Playing a role helps students not only to practice speaking and but also to develop students' creativity since it requires them to behave in an appropriate manner according to the topic for instance a doctor in hospital or taking a call using a telephone. As stated by Harmer (2007) young learners love talking and using their imagination. Therefore, bringing a role-play into the classroom activity can be a recommendation for young learners' teacher to improve children practicing their spoken language since this activity relates the function of spoken language itself that is used as an action Eggins (2004: 92-93). This implies that spoken language is also used to accomplish some tasks.

D. Young Learners

The term of young learner is divided into groups of ages. According to Philips (1993:5). "Young learners are children from the first year of formal schooling (five-six years old) to eleven-twelve years of age". Meanwhile, Privilova (2006:10) as cited in Liyaningsih (2017) says that

young learners cover a wide age range starting from three years old to the eighteen years of age. Besides, Reilly and Ward (1993:3) as cited in Lestari (2011) define the term of very young learners as children who have not yet begun to read and have not yet enrolled in a compulsory education that is dependent on the policy of the country. It can be implied from the statement that children are those whose age before the coming age of seven. Moreover, Nunan (2011:2) accentuates that young learner enfolds a sequential period of age starting from approximately three years old to 15. It can be implied from the definitions above that young learners in this research category are children around four until six years of age.

E. Montessori

Nowadays, early schools have offered a learning environment that enables the children to learn and play; one of a kind is Montessori School. Montessori school known as school which adapts an approach found by a physician and educator for the philosophy of education, Maria Tecla Artemisia Montessori. Hainstock (1997) states that "Montessori is an approach to the education of children. It is a way of looking at, and understanding children; it is also a view of how children develop and learn that has been translated into a systematic method of education based upon careful scientific study".

Meanwhile, Adisti (2018) says that Montessori is an approach that focuses on child centered. As stated by Rohrs (2000) who explains that the idea behind Montessori is to afford an appropriate environment for children

to live and learn. Kelley (2020:7) adds, Montessori environment has a known endeavor called *the line*, "The children can choose to walk in a specific way on an ellipse painted on the floor to learn to control their movements. It is a gross-motor activity that involves the whole body".

Moreover, Morrison (2020) states that Montessori approach aims to foster the children's natural development in a well-prepared environment. This approach implements five basics as following; (1) Respect for the child, (2) The absorbent mind, (3) Sensitive period, (4) The prepared environment, and (5) Auto education. Based on the definitions above, it can be concluded that Montessori is an educational approach which is designed to help children learn by providing a well-prepared environment with a minimum interference from the teacher.

F. Related Research

The other research about teacher's strategies used in related research. The previous research has inspired the researcher in conducting this research.

The first research entitled "Teachers' Strategies to Introduce Simple English Words to Very Young Learners" was conducted by Yusuf, et al in 2019. This qualitative research aimed to investigate the strategies used in teaching non-native young learners who are around 1.8-2.5 years old. The researchers used observation and survey tools in gathering data. Two teachers (the main teacher and the assistant teacher) in one class were chosen as the respondents. The findings showed that teachers differed their

teaching strategies based on the activities held; indoor activities and outdoor activities. The numbers of strategy used in the classroom e.g., using songs, pictures, games, coloring and storytelling. While swimming time and playing at the gym were prepared as additional strategies when the class activities were held out of the classroom.

The second research entitled "Teacher's Strategies in Teaching Speaking for Cadets" was conducted by Maulidar, et al in 2019. This qualitative research intended to investigate the strategies used to teach speaking. The non-test instruments were used to gather the data e.g., observation, interview, and questionnaire. Besides, two English teachers were chosen as the participants. The results found that the teachers used five strategies in teaching speaking to cadets such as: role play, drilling, games, describing pictures, and also discussion groups. In addition, the researchers also investigated the students' responses towards the strategies applied by the teacher. 58 students from two classes were chosen and the result showed that students' responses towards it were positive.

The last related research entitled "Teacher's Strategies in Teaching Speaking to Young Learners" was conducted by Pratama and Awaliyah in 2015. This research investigated the strategies used in teaching speaking to young learners. A case study design was used in conducting this qualitative research and three instruments; observation, interview, and written document were also used in collecting the data. The results showed that the

teacher used strategies such as following: role play, watching videos, jazz chant, digital storytelling, games and repetitions.

CHAPTER III

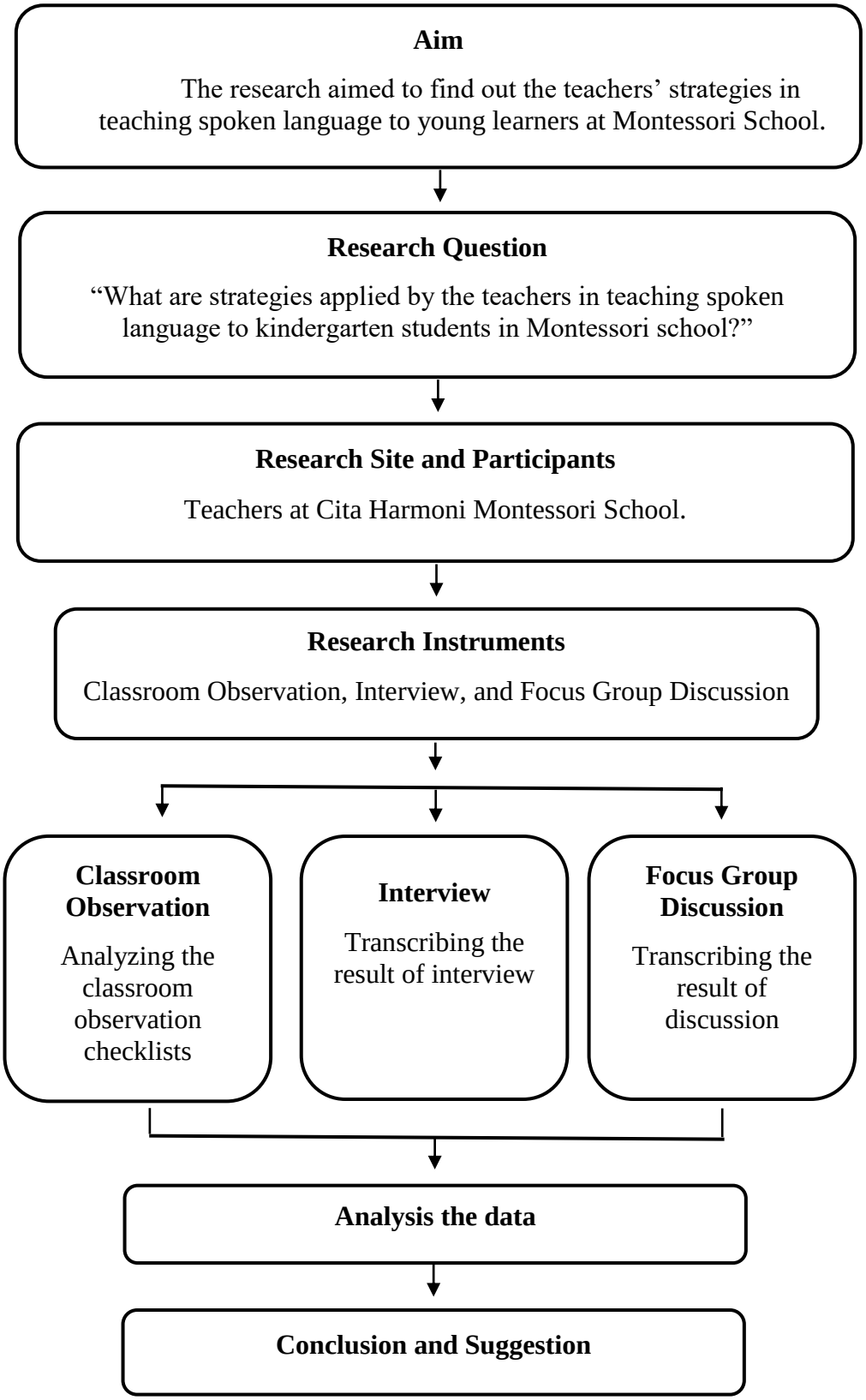
RESEARCH METHODOLOGY

A. Research Method and Design

In this research, the researcher chooses a qualitative approach since it is intended to investigate the strategies implemented in teaching spoken language to young learners. Moreover, descriptive analysis design is used to describe the strategies implemented in teaching spoken language by teachers at Montessori School. Three steps of triangulation are arranged in order to collect the data; (1) classroom observation, (2) interview, thence (3) focus group discussion.

Earlier in order, the researcher conducts classroom observation to see the activities done by the teachers in teaching spoken language to young learners in a natural setting. Thereupon, classroom observation checklists is used as a guide for the researcher during the classroom observation. Then, an interview is conducted to get the detailed information of strategies applied in teaching spoken language. At last, a focus group discussion is done in order to get the deeper level of information from the participants.

The research design is presented as follows:



B. Research Site and Participants

The data are collected from Cita Harmoni Montessori School that is located on Jl. Pelita Jaya III No.1. Kedung Jaya, Tanah Sereal, Kota Bogor. Four Montessori teachers who teach young learners in *Bintang Kejora A-B* Level who are around four until six years of age are chosen as as the participants in this research throughout the purposive sampling.

C. Research Instruments

These following of three non-test instruments are used to gather the data:

1. Classroom Observation

The researcher conducts online classroom observation twice to each participant's class by joining in the online class throughout the *Zoom* meeting. Those observations are intended to see the natural setting of phenomenon being researched. The data are gathered through the classroom observation checklists. The classroom observation form is used to describe the strategies applied by the teachers in detail. There are six aspects of classroom observation checklists. The aspects are; conversation, partner work, talking partner, role-play, the use of media, and the effectiveness of strategies.

2. Interview

An interview is conducted to all respondents. Semi structured interview is chosen in order to find out in depth information related to the strategies in teaching spoken language to young learners. The

interview is conducted online by using the video conference in the *Zoom* application. Therefore, the answers from the respondents form in the transcription of the *Zoom* recording. Each participant is interviewed throughout the *Zoom* meeting and asked for the answer of the interview questions. The interviewer provides 11 questions to answer that are also followed up with some additional questions. The questions talk about what strategies applied by the respondents in teaching spoken language to young learners. The aspects of interview are; conversation, partner work, talking partner, role-play, the use of media, and the effectiveness of strategies.

3. Focus Group Discussion

Focus group discussion (FGD) is done online throughout the *Zoom* meeting. Focus Group Discussion is chosen as one of the third non-test instrument since throughout the discussion of FGD, the information gathered is more focused. Moreover, the number of participants in this research meets the minimum criteria to conduct a focus group discussion. Koentjoro (2005) suggests the number of participants of focus group discussion is obviously arranged in the small group of 4-7 participants. There are six questions discussed in the group. The questions contain of probe questions and follow up questions. Those questions are formulated from the aspects; conversation, partner work, talking partner, role-play, the use of media, and the effectiveness of strategies.

D. Research Procedure

Non-test instruments are used to collect the data. They are; classroom observation, interview, and focus group discussion. In the first step, the online classroom observation is conducted twice to see the phenomenon happened in a natural setting. The phenomenon is referred to the activities done by the teachers in teaching spoken language to young learners. The researcher uses classroom observation checklists as the technique in gathering the data from the classroom observation.

Second, online interview is conducted to each respondent throughout the video conference in the *Zoom* application. This interview is done to get the detailed information from each participant related to the strategies applied by the teachers in teaching spoken language to young learners.

At last, online focus group discussion is done as the third step of triangulation. The discussion is done throughout the *Zoom* meeting and six questions are discussed together in the focus group discussion to get the more focused information from each participant's point of view.

E. Data Analysis

After the researcher get the data, those data are analyzed as follow;

1. Classroom Observation

The data of classroom observation are gained through classroom observation checklists. The data from the classroom observation

checklists are described into writing form. Before the data are concluded, they are classified into six categories based on the aspects as follows: conversation, partner work, talking partner, role-play, the use of media, and the effectiveness of strategies.

2. Interview

After gaining the data from the interview, the recordings of interview are transcribed. The recording is transferred into writing form and coded. Then, the data are categorized based on six aspects as follows: conversation, partner work, talking partner, role-play, the use of media, and the effectiveness of strategies. In this part, inappropriate data are reduced before interpreting the data to draw a conclusion.

3. Focus Group Discussion (FGD)

After the data of focus group discussion are obtained, the recording of the discussion is transcribed. The recording is transferred into writing form and coded. Thence, the data are categorized based on six aspects as follows: conversation, partner work, talking partner, role-play, the use of media, and the effectiveness of strategies. In this part, the researcher reduces inappropriate data before interpreting it to draw a conclusion.

F. Validity of Data

Triangulation is used to advance the credibility and validity of the data. In this research, the three steps of triangulation used are; classroom

observation, interview, and focus group discussion. Those multiple sources of observational data, interview transcription, and focus group discussion are examined as many times as necessary to gain the valid findings. The questions of the three instruments are formulated from six aspects which are; conversation, partner work, talking partner, role-play, the use of media, and the effectiveness of strategies.

Classroom observation is done as the first step of triangulation. In this step, the researcher uses classroom observation checklists as the technique in gathering the data. The classroom observation form consists of six categories that describe all indicators.

Besides, interview is conducted as the second step of triangulation. The interview is a kind of semi structured interview. Therefore, it is possible to add some other questions to follow up the information gathered from interview. In this step, there are 11 questions that are also followed up with some questions to be asked to all the participants. This interview is done to get the depth and detailed information from each of participant.

After most, in the last step of triangulation, the researcher conducts a focus group discussion with the participants. The discussion is conducted online and six questions are discussed together to gain the more focused information from all participants related to topic.

Those three instruments are designed to furnish each other. The observation of the classroom describes natural phenomenon happened in the class which explains the strategies applied by the teacher based on all the aspects. Meanwhile, the data of interview gives in depth and detailed information from each participant point of view towards the topic. Moreover, the data are cross-checked and confirmed by the data gained from focus group discussion.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

This research is conducted at Cita Harmoni Montessori School. There are four teachers involved as participants of this research. Those teachers teach *Bintang Kejora A-B* level (kids around four until six years of age). A total of three non-test instruments are used to gather the data, they are: classroom observation, interview, and focus group discussion.

1. Data from Classroom Observation

The data below are collected from the classroom observation that is held twice for each participant's class. These observations are focused only on the language learning area and described based on the six aspects which are; conversation, partner work, talking partner, role-play, the use of media, and the effectiveness of strategies. The description of classroom observation is described is presented below.

a. First Classroom Observation in Sky Class

The first classroom observation in Sky Class was held on Monday, 15th February 2021 at 08.00 pm. The class was held online throughout the *Zoom* meeting. There are four students and two teachers who attend the online meeting. The topic of this meeting is about phonics sound.

At the beginning, the teachers greet the students by asking the students how they are, how their breakfast are, and how their last holiday are. It is continued by asking the students name and date of that day. When the teachers ask them the name of the day, the first student seems confused about what the answer is. Therefore, the first teacher tries to remind him of a song they use to sing in every meeting, she sings there are seven days' song; in the hope that after singing the song, the student will be able to answer the question. The student enjoys singing along with the teacher. Thus far, after singing the song, he can guess the name of that day correctly. Meanwhile, another student is also found confused when the teacher asks about the same question therefore, she helps him to answer the question but with a different cue as she does to the previous student. She models a sentence by saying, *"Yesterday is Sunday. So, if yesterday is Sunday, today is …",* with hope that the student can finish the sentence with a correct answer. A moment later, the student is heard saying, "*Monday!"* cheerfully.

Moreover, there are two students who seem enthusiastic when they are asked to talk about their holiday. It is convinced that when they are asked about the question, they can give a good response towards it. As done by these students who enjoy talking about their activities during the last holiday at home; one student says that he watches Mario Bros on Youtube. Meanwhile, one other student says

that she plays water balloon with her mother. Overall, it can be seen that the students can do two-way communication in a good way.

The lesson is started by presenting pictures on the screen. There are five pictures and also five words on the screen. The words presented on the screen lose their initial sound. The teachers ask the student to find the missing initial sound that are provided in a text box. The students have to choose which sound matches the word and the picture and then they have to write it down on their worksheet.

The teacher describes each picture to the students. In the first picture, there is a picture of a hen. Some students think it is a chicken and say “it is a chicken”. So, the teacher explains it once again to them that it is a picture of mommy chicken named Hen. After describing pictures, she guides each student to spell and sound the letter correctly and then repeat it twice. In the hope that at the end, the students will be able to repeat the sound correctly. Overall, it can be inferred that the students are able to repeat it in a correct way.

After finishing the pictures, the teachers move to a word list card. In the card, there is a list of words. Those words are started with the blending sound such as: Cr, Dr, Fr, Gr, Pr, etc. The students are asked to say the blending sound out loud. They are given examples of how to sound the letter correctly before they are asked to repeat it. Overall, the students are able to say the blending sound in a correct way.

Before the teacher closes the meeting, she reviews the lesson that has been learnt by asking the students how many words they have sounded that day. After that, the students are asked to request which words in the word list card they do want to know the picture to be explored through *Google Image*.

b. First Classroom Observation in Sea Class

The first classroom observation in Sea Class was held on Monday, 15th February 2021 at 09.50 pm. The class was held online throughout the *Zoom* meeting. There are six students and two teachers who attended the online meeting. The topic of this meeting is about phonics sound.

At the beginning of the lesson, the teachers greet the students by asking the students how they are and it is continued by asking the students the name and date of the day.

After that, the lesson is directly started by presenting pictures on the screen. There are five pictures and also five words on the screen. The words presented on the screen lose their initial sound. Therefore, the teachers ask the student to find the missing initial sound. Before asking the students to find the missing words, the students are guided to sound each letter clearly. The teacher repeats the sound to the student and she asks them to repeat what the teacher has said. Overall, the students are able to sound the letter correctly after following what the teacher has said. Moreover, in order to drill

the students to think and solve the problem by themselves, the teacher expands the question so the students can also improve their critical thinking by asking a question like, *"We are missing the first letter, could you find the missing word for me?".* Mostly, the students understand what they should have done. It is proved by looking at how they answer the question correctly. Sometimes, the teacher also gives the students a choice of the answer or an alternative answer within the question like, *"Does a snail walk faster or slower?"*. Hopefully, by giving such an alternative answer, the student can give a response in a correct way. At a glance, it works; the student can give an answer for the question correctly.

Moreover, the teachers do not only use pictures but also they use *word list cards* and *word stick cards* as the medium to teach the students phonics sound. In the *word list card*, there are eight words listed on the card. The students are guided to sound each word on the card. After that, they are asked to sound each word by themselves. However, before asking the students to do so; the teacher tries to describe the words on the card. She uses gestures and miming to describe the word and then asks the students to guess what it was. The students seem to enjoy it when they are asked to guess what the teacher tries to describe. It is proved that when the teacher uses gestures and miming to describe animals, most of them are able to guess it correctly.

Later, in the *word stick card*, there are six pictures and six words (that each has a vocal sound in the middle word) to be matched. Before guiding the student to match the picture with the word, the teacher asks the student what pictures provided on the *word stick card.* After all pictures have been answered correctly, the student is asked to sound the letter, those letters are: s**i**ng, d**e**nt, l**i**ft, bl**o**w, gr**a**b, and h**o**ld. The teacher asks the student to repeat them twice. Then, she asks her to stick the right word under the picture using a glue stick.

c. Second Classroom Observation in Sky Class

The second classroom observation in Sky Class was held on Monday, 22nd February 2021 at 08.00 pm. The class was held online throughout the *Zoom* meeting. There are three students and two teachers who attend the online meeting. The topic of this meeting is still about phonics sound.

At the beginning, the teachers greet the students and have a conversation with the students by asking the students whether they have taken a bath or not. One student seems confused about what taking a bath means. So, the teacher tries to explain it by using gestures and models as she is taking a bath, with hope that the student can get the meaning of the phrase taking a bath. Completely, he is able to understand what it is and gives response to the question in a better way. It was continued by asking the students the name of that

day. The first student still seems confused when the teacher asks about the name of that day, so the main teacher tries to give a clue by modelling a sentence like, "*Yesterday was Sunday. So, if yesterday was Sunday, today is…*" and giving another clue through articulating the first sound of the word *Monday* like, "*The day that starts with* ***m***" in the hope that the student can guess what the teacher means. Thus far, the student is able to get the meaning, he stands up while cheerfully saying "*Monday*!".

The lesson is started by showing the students pictures. There are five pictures and also five words on the screen. The words presented on the screen lose their initial sound. At the beginning, the students are asked about what each picture is, before she guides them to find out the missing sounds. At first, the students seem confused to describe what it is. So, the teacher tries to describe the pictures by using gestures. It is hoped that each student can get the meaning of it first. In the first picture, there is a picture of a girl who is hoping. The teacher describes the picture by using movement as she is a girl who hops. The student follows what his teacher does and then hops as he finally understands what it is. Along with that, the teacher describes another picture. It is a mop. She expands on what she has said in a correct sentence by saying, *"It is a mop. It is for cleaning the floor"*. Thus far, the student is able to produce a better response in a correct sentence. It is proved that when the teacher repeats the question of

what a mop is, the student can give a good response towards it and say, *"It is for cleaning the floor"*.

At another time, in the second picture, it is shown a picture of a trip. The teacher comes up with a question and asks a student whether he has ever been to go on a trip. Overall, the student has already been able to respond to the question. It is proved that when the teacher asks him to talk about his trip, he seems very enthusiastic to talk about that.

Next, the teachers move to use a word list card. In the card, there are a list of words that started with the blending sound. At this part, the students are asked to say the blending sound out loud. Some students seem confused about how to say the blending sound correctly. So, the teacher gives them an example of how to say out loud in a correct sound and asks the students to repeat it once until twice. Finally, the students are able to say the blending sound correctly.

At the end of the meeting, the teacher reviews the lesson that has been learnt by asking how many words they have sounded and asking the students to repeat some sounds they have learnt.

d. Second Classroom Observation in Sea Class

The second classroom observation in Sea Class was held on Monday, 22nd February 2021 at 09.10 pm. The class was held online throughout the *Zoom* meeting. There are seven students and two

teachers who attend the online meeting. The topic of this meeting is still the same as the previous one, which is phonics sound. Before starting the class, the teachers greet the students by asking the students' condition and it is continued by asking the name of that day.

The teachers start the lesson by presenting pictures on the screen. There are five pictures and also five words on the screen. The words shown on the screen lose their initial sound. The students are asked to find the missing initial sounds on the text box and then write it down on their worksheet. After the students find the missing sounds, they are guided to spell each sound and say the sound out loud. Thus far, the students are able to say the sounds correctly.

Afterward, the teachers move to another teaching media. It is a word list card. In the card, there are a list of words that started with the blending sound. At this part, the students are asked to say the blending sound out loud. Some students seem confused about how to say the blending sound correctly. So, the teacher gives them an example of how to say out loud in a correct sound and asks the students to repeat it once until twice. Finally, the students are able to say the blending sound correctly. Soon afterward, the students are asked to think about other words that started with the blending sound. The teacher asks one student to guess a word that starts with **sl** sound. At one moment, the teacher uses her gesture and pretends to be a girl who is sleeping and then asks the students to guess what she is doing

with hope, that the student will be able to guess the word ***sl****eep*. Overall, the student is able to say the blending sound correctly. It is shown that when the teacher asks the student to guess the word, she is able to guess and sound it out loud in the correct way.

At the end of the meeting, the teacher reviews the lesson by asking the students to count how many words they have learnt that day and then asking them to spell and say out loud the words once again.

2. Data from Interview

The interview is conducted online on 24th and 26th February 2021. There are eleven questions that follow up with some questions being asked to all respondents. The questions of this instrument are formulated from six aspects; conversation, partner work, talking partner, role-play, the use of media, and the effectiveness of strategies. The data of the interview is gained throughout the video conference in the *Zoom* application. Each respondent is interviewed through a *Zoom* meeting to answer the questions of the interview.

a. Conversation

The first question figures out the way the teachers assist the students in being used to speak English. The majority of the respondents reveal that they keep using English to the students; as stated in excerpt #1. Moreover, there is one respondent who adds that she also uses song as other way to help the students use to speak

English; as stated in excerpt #2.

Excerpt #1

> *"Em, untuk pembiasaannya sendiri sih, kita sendiri harus menggunakan Bahasa Inggris. Karena kan* repetition *yah,* repetition *itu kan penting. Setiap berbicara dengan Bahasa Inggris dan anak itu mendengar dan berulang-ulang kali kita ucapkan saat itu pasti anak pun mau mengucapkan kata-kata tersebut. Jadi kaya misalkan "Good morning everybody. How are you?" gitu, "You can say, I'm fine. Setelah dikenalkan, itu kan pengenalan, mereka mengucapkan, dan setiap pertemuan kita ulang-ulang terus… dari situ sih partinya ada keberanian anak untuk mengucapkan Bahasa Inggris."*
>
> [Em, to make them use to it, ya we have to use English language. Since repetition is important. Every time we speak English and they listen to it continuously, they will naturally want to say like, "Good morning everybody, how are you?" "You can say, I'm fine." After being introduced, they say it, and we repeat it in every meeting. So, the courage of students to speak English will be trained.]

Excerpt #2

> *"Em, biasanya dibantu dengan lagu, dengan menyanyi, terus… dengan kitanya juga menggunakan Bahasa Inggris sih."*
>
> [We use to help them through song; sing a song and …we use English.]

Then, the follow up question is about the way the teachers introduce unfamiliar English words to the students. Three respondents state that they use L1 to help the students understand unfamiliar English words. In other words, they translate it first to Bahasa Indonesia; as shown in excerpt #3. In addition, two respondents say that they use gesture

or movement; as stated in excerpt #4.

Excerpt #3

> *"Emm, kami membantu untuk mentranslate nya… bisa per kata… bisa per kalimat, tergantung sesuai kebutuhannya sih."*
>
> [Emm, we help them to translate the word, it can be translating each word or each sentence, it depends on the needs.]

Excerpt #4

> *"Em, pastinya kita jelaskan dengan Bahasa Indonesia dulu, atau langsung saat prakteknya itu kaya "have you eat?" (jadi pake gesture), memperagakan dari Bahasa nya itu sendiri, Kaya gitu sih. Intinya sih menggunakan movement atau selanjutnya ya diartikan kembali."*
>
> [Em, we describe it first in *Bahasa Indonesia* or using gestures to describe what it is like, "have you eaten?" so we use gestures to model the language; the point is, we use movement or we translate the word.]

The second question figures out the way the teachers give the students an opportunity to talk. All respondents utter the same answer. They say that they ask question in English to the students so that the students have their turn to answer it in English; as shown in excerpt #5.

Excerpt #5

> *"Emmm, kalo untuk memberikan kesempatan pasti kan kita awalnya berbicara Bahasa Inggris dulu. Yang pasti sih awalnya itu adalah, menggunakan Bahasa Inggris dari kita melontarkan pertanyaan Bahasa Inggris kepada mereka untuk menjawabnya juga dengan Bahasa Inggris."*
>
> [Emmm, how giving them an opportunity to talk is of course by starting using English; we speak English, we ask them in English, and ask them to answer it in English.]

The third question figures out the way the teachers train the students to talk. Three respondents state that they practice daily conversation with the students; as stated in excerpt #6. Besides, one respondent says that she adds song as the way in training the students to talk; as stated in excerpt #7.

Excerpt #6

> *"Melatihnya kita pasti dengan* daily conversation *ya. Karena memang* daily basic *nya ini Bahasa Inggris… sudah otomatis gitu lho anak-anak juga jadi terlatih. Jadi memang, tingkatkan di* daily conversation *nya…* strict *dengan peraturan di sekolah… kalo memang pelajarannya menggunakan Bahasa Inggris, kita harus seperti itu, tidak campur-campur. Terkecuali, yang memang kesulitan dan belum mengerti Bahasa Inggris, itu memang kita translate."*
>
> [Of course, by practicing daily conversation. Because the daily basic here is English, automatically the students become trained. So, enhancing the daily conversation and being discipline with the rules that requires us to use English in the class; do not use mix language except, if the student has difficulty using English, we translate it.]

Excerpt #7

> *"Pertama, dapat melalui pembiasaan conversation dengan anak, missal "what day is it?' atau "what did you eat?". Kedua nursery rhymes atau lyric lagu yang terus disampaikan saat greeting time. Selain dari ini tetap konsisten dalam menggunakan Bahasa Inggris ketika anak bercerita dan menegaskannya kembali dengan Bahasa Inggris."*
>
> [First, it can be done through daily conversation, like "What day is it?" or "What did you eat?". Second, song or rhymes that use to be given when greeting time. Besides, being consistent in using English and repeating it in English.]

The fourth question figures out the way the teachers enhance the students' ability to talk. Half of the respondents utter that they bring an interesting topic into a conversation; as stated in excerpt #8. One respondent says that she brings video and song to enhance the students to talk; as stated in excerpt #9. Meanwhile, another one says that she uses story book; as stated in excerpt #10.

Excerpt #8

> *"Ngobrolin topik yang mereka suka… terutama (pake Bahasa Inggris juga ya) itu biasanya emm lebih mudah gitu loh, bu."*
>
> [Talking about a topic they like (using English). Mostly, it works.]

Excerpt #9

> *"Upayanya, kita ajak anak untuk emmm, bernyanyi bersama, terus pada saat online ini kita ajak anak-anak untuk menonton video bersama."*
>
> [We ask them to sing along and watch a video during this online class.]

Excerpt #10

> *"Mungkin… salah satunya lewat buku cerita kali ya, bu. Atau ngga kaya misalkan kita nonton video… Bahasa Inggris terus kita bahas bareng bareng. Kalo buku cerita kita bahas per halaman… tentang ceritanya, karakternya… gitu aja sih."*
>
> [One of the ways is using story book or watching video in English and we discuss it together. Meanwhile for the story book, we discuss the story and the character in the story page by page. That's all.]

b. Talking Partner

The fifth question figures out about the way teachers let students talk with the other students. The majority of the respondents reveal that they provide a *show and tell* activity. In this activity, the students are given time to talk with their friends throughout the day; as shown in excerpt #11 and excerpt #12.

Excerpt #11

> "Emm, we use to have an activity like show and tell, so, the first kid in the class may come up with a topic, like their activity on the weekend or yesterday's activity, and maybe the things that they like, their favorite things, they bring up the topic, and then the other child also may join if they think that it is interesting for them but, they need to… "Raise your hand". If they have the same thing and want to communicate with other children they need to raise their hand."

Excerpt #12

"Biasanya hari Rabu dan Jumat itu kelasnya disatukan ya, jadi anak-anak semuanya hadir di Zoom. Kalo senin, selasa, dan kamis itu kan individual*... Nah, karena memang sudah kenal... itu akan nyapa. Mereka nyapa "Hi..." "How are you?" "What is your favourite color?"... mereka tuh cerita yang di rumah mereka punya apa... mereka bikin apa. Jadi, mereka ngobrol, udah gitu kalo mau bicara memang kita punya* raising hand stick*. Itu kaya...* tools *gitu, mereka kalo mau berbicara atau menjawab (ini kalo gurunya bertanya ya) mereka harus gentian gitu,* taking turn, *nunjuk* raising hand stick *nya, baru kita pilih, lalu menjawab. Nah, untuk yang... bagaimana caranya anak-anak untuk ngobrol dengan temannya dan sebagainya... itu memang sudah berjalan aja, ibu. Jadi sambil menunggu teman yang lain, aku tuh selalu bilang* "Okey, say hi to your friends, how are they, and then you can share anything you want with your friend…" *Selalu di* encourage *untuk, "Yuk,* say hi to your friends, say good morning, ask them how are they, if you want to tell them something or anything you make at home, you can share it to them*... tapi,* don't shout*."*

[On Wednesday and Friday two classes are united so, all students join in the *Zoom* meeting. Since they already know each other, they will greet their friends "Hi. How are you?" "What is your favorite color?", they tell us what they have at home, what they make at home… moreover, we also provide them with a raising hand stick. It is a kind of tool. If they want to talk or answer a question, they have to take turn then raise their raising hand stick after that we will choose whose child to take their turn. Talking about how they talk with others, it will naturally go on. While waiting for the other friends join in the meeting, I always remind them "okay, say hi to your friends, ask them how they are, and then you can share anything you want to your friends…" Always encourage them to… "Say hi to your friends, ask them how they are, if you want to tell something or anything you make at home, you can share it to them but remember, do not shout…".]

c. Partner Work

The sixth question figures out the way the teachers improve the collaborative skill of students to work with a partner. Three out of four respondents utter that they coordinate with parents at home to build the partner work during online learning; as stated in excerpt #13. Meanwhile, a respondent acknowledges that partner work during online learning has not been done effectively; as stated in excerpt #14.

Excerpt #13

> *"Oh, oke.* Basically, *memang setiap Zoom meeting itu,* parent *diminta untuk mendampingi, begitu. Jadi, kita selalu sampaikan "kalo misalkan kalian menemukan kesulitan atau meminta bantuan… minta bantuan ke orangtua kalian.* So far *aku liat emang kerjasama antara anak dan orangtuanya berjalan sangat baik ya, sampai sekarang. Dan* in terms of *dengan gurunya… memang emm, kalo misalkan aku kasih instruksi, biasanya mereka emm, mengikuti gitu bu. Dengarkan dan ikuti. Gitu sih biasanya, hari itu akan berjalan dengan baik.*"
>
> [Oh, okay. Basically, in every *Zoom* meeting, the parents are asked to guide their child. We always say to the students, "If you find difficulties, you may ask for help to your parent". So far, their teamwork between kids and parents goes well until today. In terms of working in a team with their teacher emm, I give them instruction and basically, they can follow the instruction. Listen to it and then follow it so the day will be going well.]

Excerpt #14

> *"Untuk selama online ini, kami jarang meminta orangtua…melibatkan orangtua untuk kegiatan saat Zoom, lebih ke preparationnya aja lebih ke preparation. Atau, saat kegiatannnya missal meminta tolong untuk guntingin paper, kaya gitu… lebih ke kaya, key yang hal kecil sih minor minor, bukan yang melakukan kegiatan bersama orangtua saat zoom online, gitu. Belum… pernah kalo seperti itu. Jadi kalo dilihat dari kerjasamanya untuk online sih belum."*
>
> [During this online learning, we rarely ask parent to get involved in the *Zoom* activities; parents are only involved to prepare the materials such as cutting a paper; a minor one – it is not doing activities with parent during the online Zoom meeting, not yet. So, partner working through online has not yet seen.]

d. Role-Play

The seventh question figures out the way the teachers optimize student talk time and student creativity. Half of the respondents utter that they use drawing journal to facilitate the students; it is shown in excerpt #15. On the other side, the rest of the respondents state that they use open-ended activity; as stated in excerpt #16.

Excerpt #15

"Oke. Emm, kita memfasilitasi anak-anak dengan drawing journal. *Jadi mereka bisa menggambar apapun yang mereka mau… apapun, even yang imajinasinya* out of the box. *Dibawahnya kan akan ditulis oleh orang tua mereka, ini tuh ceritanya tentang apasih gitu, terus nanti kita akan melontarkan pertanyaan yang lebih* out of the box *lagi. Biar anak-anak imajinasinya juga makin meluas gitu loh. Dari situ kan terlihat, mereka cara menjawabnya itu kan bagaimana gitu loh. Itusih yang selalu kita lakukan."*

[Okay. Emm, we facilitate the students with drawing journal. They can draw anything they want, even something that is out of the box. Under their drawing will be written by their parent what story behind this. Then, we will ask the students questions so they can also develop their imagination. From this, it can be seen how they answer the question. That's what we always do.]

Excerpt #16

"Untuk kemampuan berimajinasi itu kami memberikan aktivitas open ended activity *seperti pada saat kita melakukan art itu kita memberikan anak kebebasan untuk mengkreasikan bentuk atau area yang bisa mereka buat."*

[We provide open-ended activity as what we do in art class. We give the students freedom to create something they want.]

The eighth question figures out the way the teachers create activities that also assist the students in developing the student talk time. Most of the respondents reveal that they use an interesting topic to bring a creation that can also develop the students to talk. Two out of four respondents utter that they use picture; as stated in excerpt #17. In addition, one of the respondents states that she also adds song;

as stated in excerpt #18. Meanwhile, two other respondents say that they bring the students' cheerfulness they did at home as the topic to create a conversation; as stated in excerpt #19.

Excerpt #17

> *"Biasanya kalo memang di tengah tengah sudah* stuck, *kita* stop *dulu… "Yuk mau cari gambar apa, mau cerita apa…" kita cari yang memang kesukaannya mereka apa… terus nanti cerita cerita… biar* intermezzo *sedikit lah."*
>
> [Sometimes when we stuck at a moment, we shift it and find another interesting topic, "Come on, what picture do you want to see?", "What do you want to tell ?". We try to find something they love after that we share stories, to bring an intermezzo.]

Excerpt #18

> *"Emm, ya… kita nyanyi-nyanyi dulu… buat membangkitkan semangat anaknya dulu, gitu. Kita pancingnya dengan, "ayo kita mau cari gambar apa nih?", gitu gitu. Biasanya sih anak akan langsung mau, karena kan menarik perhatian mereka juga."*
>
> [Emm, ya… first, we sing along to boost their enthusiasm. We encourage them by saying, "Come on! What picture do you want to find? ". Normally, they will want to; since they find it interesting.]

Excerpt #19

> *"Emm… itu lebih mengandalkan kepada keseruan anak-anak…di rumah. Maksudnya apa yang mereka lakukan kalo weekend… emm, jadi, manfaatkanlah anak-anak tersebut untuk bisa melakukan hal-hal yang menarik, begitu."*
>
> [Emm… we use to lean on the students' cheerfulness they do at home such as what they do on weekends… emm, so we find a use of it.]

e. The use of media

The ninth question is about the medium used by the teachers to teach the students to speak English. The majority of the respondents reveal the same answer that mostly the medium used are; picture, song, video, and things around; as stated in excerpt #20.

Excerpt #20

> *"Banyak yah, bu… tidak hanya* worksheet*, tapi bisa melalui gambar, bisa melalui… apapun. Bisa melalui… biasanya kita* show and tell*, kalo misalkan memang belajar sudah selesai... masih ada waktu… biasanya kita* show and tell *atau berbagi* drawing journal*… biasanya itu dipresentasikan. Barang apapun yang ada di rumah, bisa mereka gunakan. Kalo misalkan mereka punya mainan baru atau apapun itu mereka bisa dan mau ya malahan mereka kayanya lebih* looking forward *kesitu. Kalo dibilang media, kita bisa gunakan apapun… kita bisa gunakan video, kita bisa gunakan lagu, kita bisa gunakan gambar, benda di sekitar.* Anything that can encourage them to talk more active *dan apa ya, lebih fasih lah gitu."*
>
> [So many, ya. It is not only worksheet but also it can be picture, and anything. Usually, we use show and tell if we still have a time before the class ends or sharing drawing journal, it is usually presented. Any things at home, they can use it as a media such as their new toy or anything; they can use it and even be eager to look forward to share it. When talking about media, we can use anything; we can use video, song, picture, things around, and anything that can encourage them to talk more active and fluently.]

f. The Effectiveness of Strategy

The tenth question figures out the effectiveness of the above cited strategies applied by the teachers to teach spoken language to the students. Most of the respondents evaluate that those of strategies

are effective. The respondents reveal that they help the students to make progress in the learning spoken language; as stated in excerpt #21.

Excerpt #21

> *"Sejauh ini sih… cukup efektif sih. Dari anak yang tadinya diem, pemalu… mereka udah mulai pd, udah mulai percaya diri, udah mulai pelan-pelan tuh mau ngomong di depan umum… yang tadinya sama sekali ngga mau… itu sudah cukup efektif sih sejauh ini.*"
>
> [So far, it is effective. The student who used to be quiet and shy, they start to have courage to speak in front of their friends. It has been effective this far.]

Further, the last question figures out about the students' responses towards the strategies. All respondents confess that most of the students have given a good response; as stated in excerpt #22 and excerpt #23.

Excerpt #22

> *"Itu tergantung setiap anak sih… tergantung. Tiap anak beda-beda ya responnya. Ada yang responsif banget, ada yang masih biasa aja, itu tergantung anaknya sih… Cuma sejauh ini ya mereka semakin baik sih, semakin responsive setiap harinya… karena dilatih terus setiap hari.*"
>
> [It depends on each child. Each child gives different response. Some are very responsive and some are just common. However, so far, they become more responsive since they are encouraged every day.]

Excerpt #23

> *"Oke, jadi sekitar 60/70% itu memang sudah bisa diajak* two way communication *dengan gurunya itu pake Bahasa Inggris, mereka bisa melakukan itu. Dan merespon dengan baik, dan tentunya menggunakan Bahasa Inggris. Walaupun memang Bahasa Inggrisnya juga masih yang… ya…"*
>
> [Okay. So, for about 60%/70% of them have already been able to communicate with the teachers in English and give responses in a good way. Even though their English is still, ya…]

3. Data from Focus Group Discussion

Focus group discussion is conducted online throughout the *Zoom* application on 11th March 2021. A total of eight questions are discussed together with the respondents. The questions of this instrument are formulated from six aspects; conversation, partner work, talking partner, role-play, the use of media, and the effectiveness of strategies.

a. Conversation

The discussion is started with two probe questions. The first probe question talks about difficulties found when teaching spoken language to young learners and the second probe question talks about the respondents' opinion towards planning a teaching strategy. In the first probe question, the majority of the respondents reveal that the lack of understanding of the students towards English language becomes the number one difficulty when teaching spoken language to young learners; as stated in excerpt #24.

Excerpt #24

> *"Emm, kesulitannya paling kalo anak-anaknya itu belum tau sama sekali… jadi kadang kita harus ngejelasinnya berkali-kali atau kita* translate, *cuma cukup repot ya."*
>
> [Emm, the difficulty is when the children have no idea about the language so, we have to explain it many times or translate the language. It is quite complex.]

In the second probe question, all respondents agree that teachers should plan a teaching strategy. Moreover, it is also revealed from the statement that the lesson plan for each child contains of different teaching strategy; as stated in excerpt #25.

Excerpt #25

> *"Perlu, karena kebutuhan masing-masing anak kan berbeda… dan disini kita ngga menyamaratakan semua anak. Kadang tuh salah satu* teaching strategy *nya tuh dituangkan kedalam* lesson plan. Lesson plan 1 *anak dan anak yang lain itu beda-beda."*
>
> [It is needed, since the needs of each student is different. We do not make them equal. Sometimes the teaching strategy is put on the lesson plan and the lesson plan of each student is different.]

In the first question, it discusses how the teachers train the students to talk more and fluently in English. The majority of the respondents reveal that they practice daily conversation with the students in order to train the students to talk more and fluently: as stated in excerpt #26.

Excerpt #26

> *"Betul, jadi emm adanya pembiasaan terkait dari pengulangan em, misalkan* conversation *yang... sudah biasa dilakukan misalnya "*Good morning, how are you?*" gitukan, setiap hari di ulang-ulang sehingga mereka sendiri sudah memahami oh* good morning *itu apa,* how are you *itu apa.. kemudian dari percakapan tersebut bukan hanya kata-kata baru…tapi juga kata-kata yang ada di sekitar mereka yang mana mereka juga terbiasa dengan kata-kata tersebut. Emmm, yang umum, kata-kata yang sering mereka gunakan, jadi mereka juga tidak hanya terbiasa mendengar tapi saat melakukannya jadi mengingat tentang Bahasa Inggrisnya ini iniloh."*
>
> [That's true. We do repetition and conversation, like "Good morning, how are you?" if they are repeated every day, the students will naturally understand it. Thence, they do not only get the new words since we also use common words they have been familiar with. Emmm, the words they use to use for daily conversation so, they do not only listen and but also when they practice it; they know what the words to use.]

b. Partner Work

The second question discusses how the teachers train the students' collaborative skill in working with a partner. Most of the respondents say that they train the students' collaborative skill through group time activity; as stated in excerpt #27. However, a respondent reveals that the partner work has not effectively run well; as stated in excerpt #28.

Excerpt #27

> *"Kalo selama* online *ini sih yang pasti antar anak sama orangtua yah. Karena kan kegiatan yang kita lakukan juga itu biasanya juga butuh bantuan dari pendampingnya di rumah. Biasanya di kegiatan* group time *itu kaya misalkan menggunting… atau mengikat."*
>
> [The partner work is for sure between kids and parents during this online learning ya. Since the activity done needs a help from the parent at home. Mostly for activities in a group time such as cutting or bundling.]

Excerpt #28

> *"Kalau di kelas* online *sebenernya kebanyakan kita meminta anak untuk bekerja sendiri ya… karena ini kan penilaiannya terhadap anak. Tapi ketika memang diminta apa ya, ada kegiatan, hal-hal yang memang harus dilakukan oleh orang dewasa seperti* art and craft *itu kegiatan menggunting atau melipat yang terlalu rumit itu anak bisa meminta, mengkomunikasikannya dengan orangtua untuk membantu anak, itusih belum.. kegiatan yang kompleks yang melibatkan orang tua itu sih belum."*
>
> [Actually, in online classes we ask them to work individually since the assessment is for themselves. However, when there are things to do like what is done in art and craft for instance cutting or folding, they are allowed to ask for help from parent. That's it. Overall, the partner work has not done effectively.]

c. Talking Partner

The third question discusses how the teachers let the students talk with a partner. All respondents utter that they provide a group time activity in which enables the students to have opportunity to talk with their friends; as stated in excerpt #29.

Excerpt #29

> *"Biasanya kita melakukan* group time*, sebelum memulai kelas dilakukan* spare time *10 menit kira-kira untuk mereka menyapa satu sama lain, meskipun awal-awal belum menggunakan Bahasa Inggris, tapi kita* remind *mereka "*this is an English class*" misalkan kaya gitu. Atau emm, kita yang mempraktekan "*say hi, good morning*" mereka nanti ikuti.. mereka mengucapkan juga kepada anak-anak lainnya.. jadi memang di awal-awal kita harus emm, nge-*trigger *ya.. pake Bahasa Inggrisnya kepada mereka… di akhir juga… ga cuman di awal dan di akhir ya, di tengah tengah juga biasanya ketika ada sesuatu yang menarik perhatiannya mereka kadang mereka pun ngomong gitu. Dari situlah dibentuk koneksi setiap anak ketika ada ketertarikan satu sama lain… mereka akan komunikasi dan tanya tentang hal yang membuat mereka tertarik."*
>
> [We usually do a group time. Before starting the class, we give them 10 minutes spare time for them to greet each other. Even though at first they do not use English, but we always remind them "This is an English class" or we give them example "Say hi, good morning" they will follow it and speak English to friends. So, they must be encouraged with something they like or they find it interesting to trigger them to speak. From this one, the connection of each children is built since there is attraction; they will start to communicate and ask about the things they like.]

d. Role-Play

The fourth question discusses how the teachers develop the students' creativity and imagination along with how they develop the student to speak English. A respondent utters that she has played similar activity as role play that was pretend play; as stated in excerpt #30. However, two respondents state that they have never had role play activity during this online learning; as stated in excerpt #31.

Excerpt #30

> *"Kalo* role play *itu pernah waktu* online *itu pernah kita lakukan ya, jadi kita tuh pura-puranya kita kaya jalan-jalan ke pantai… jadi kita* pretend play*."*
>
> [We have done role play during this online learning. We played pretend play with the students as we were going to the beach throughout online.]

Excerpt #31

> *"Untuk saat* online *sih kita belum bisa melakukannya sih, karena kita belum nemu cara dan waktu yang tepat, Cuma pada saat* offline*, kita pernah beberapa kali menerapkan sama anak-anak, dan itu sih cukup menarik sih buat mereka. Sangat meningkatkan kemampuan anak sih dalam berkomunikasi. Mereka sangat* excited *sih memerankan peran baru.. Jadi dari kostum pun mereka* all out *terus yang kaya mendalami banget perannya sih."*
>
> [We cannot do the role play during this online learning since we have not found the right way and time to do it. However, when the class was offline, sometimes we played a role with the students and they found it interesting. Moreover, it also develops their communicative skill. They were so excited playing the role. It could be seen from how they dressed up; they were all out.]

e. The Use of Media

The fifth question discusses what medium the teachers use to assist the students in learning the spoken language. Two respondents say that they use video, song, worksheet, flashcard, and picture; as stated in excerpt #32. Meanwhile, another one respondent states that she uses sandpaper letter; as stated in excerpt #33.

Excerpt #32

> *"Kalo untuk saat ini.. betul kita menggunakan video,* worksheet, *lagu, ada juga* flashcard *yang mungkin bisa dipegang sama anak-anak. Kemudian ada juga misalkan menggunakan papan* board *atau misalnya karton besar diisi dengan huruf-huruf… kita minta anak cari* sound letters, *nanti ada stikernya, kemudian di tempel. Kegiatan interaktif gitu sih misalnya yang sering kita gunakan. Bisa juga pakai* powerpoint *yah dengan interaktif* picture*."*
>
> [For now, we use video, worksheet, song, and flashcard that may be touched by the students. There is also board that filled with alphabets; we ask the students to find the sound letters in the board and stick it. We often use interactive activity and also interactive pictures presented in power point.]

Excerpt #33

> *"Sama sih, paling tambahannya karena kita kan Montessori, karena* hands on *ya berarti… kaya kita kasih anak* sandpaper letter *gitu."*
>
> [Overall, it is the same. Moreover, since Montessori is a hands on learning, we add sandpaper letter.]

f. The Effectiveness of Strategy

The sixth question discusses what is the most effective strategy used in teaching spoken language to young learners. Most of the respondents argue that video and song are the most effective to assist the students in learning spoken language; as stated in excerpt #34.

Excerpt #34

> *"Ya… lagu dan video sih, karena kan dari lagu dan video baru itu kadang memancing anak untuk bertanya… itu akan terjadi komunikasi dengan Bahasa Inggris juga dong… melatih* skill *mereka juga. Untuk menarik perhatian mereka untuk ngomong ya dengan video dan lagu, Video dan lagu tuh sangat interaktif buat mereka."*
>
> [Yes, song and video. Since song can trigger students to ask question so it will be a communication using English. It also trains their skill. The way to make the students interested in learning is by using song and video.]

B. Data Analysis

The data below are the analysis of six aspects using triangulation. The following is the explanation that has been concluded;

1. Conversation

Teaching children spoken language means ensuring the children with the target language; in this case the target language is English Language. Therefore, in order to assist the children in speaking English, teachers may provide activities that involve the children in a conversation. According to Eggins (2004: 92-93), spoken language is kind of an interactive communication that needs at least two or more participants. The communication should be face to face and spontaneous. In this case, it should be done at the same time and at the same place and it also requires

natural responses from the interlocutor without him or her rehearsing what is going to be said. Furthermore, the language used to communicate should be daily use language or informal language.

As also mentioned by Imaniah and Nargis (2017:63-64) who state that to teach the students spoken language is to inform them using English language through conversation that can be formed informally and structured. It can be inferred that the teachers have to involve the students in a controlled conversation in order to increase the student talk time. From the results of triangulation, it shows that the majority of the respondents have done two-way communication with the students throughout both informal and structured conversation. Further revealed that the interaction between the teachers and the students is done throughout the video conference in the *Zoom* application.

Based on the data of analysis, the respondents acknowledge that practicing daily conversation effectively enhances the student talk time. Moreover, most of the respondents are also found that they use L1 as the resource to assist the students in learning spoken language. They reveal that there are times when the students are not able to understand some English words. Hence, to overcome the problem, they translate it to L1 or Bahasa Indonesia. The findings match the statement mentioned by Imaniah and Nargis (2017:50) that teachers are suggested to use L1 as the resource as necessary to save time for the target language without losing focus on building communicative skills in English.

On the other side, three out of four respondents are found that they use gestures to assist the children with unfamiliar English words. They acknowledge that teachers have to use gesture and movement to help describe unfamiliar English words therefore the children can understand the meaning of it.

Otherwise, the majority of the respondents are found that they use repetition to assist the students in practicing spoken language. They confess that it is important to practice repetition to the students since it can help them talk more and be more fluent in speaking English. The result matches the findings carried out by Pratama and Awaliyah (2015) in their research.

2. Partner Work

Besides encouraging their communicative skill teachers are also required to work with students either independently or in a group (Harmer, 2007). It is supported by Scott and Ytreberg (1990:15) who suggest that teachers have to group the children whenever it is possible to do so. As mentioned by Imaniah and Nargis (2017:63-64) another way to develop student talk time is by having an interaction throughout the partner work. In this activity, the teachers may provide activities that focus on oral work.

However, based on the data of analysis, the activity involved working with a partner during this online learning is inefficient. The majority of the respondents reveal that during this online learning, it is quite hard to do a partner work since they are still in the long distance's learning.

Therefore, the partner work is only done between students and their parents at home. Further revealed that the activity is only for helping the students finish some tasks they are not able and not allowed to do, for instance; cutting a paper. It can be inferred from the findings that the partner work done during online learning has not done effectively; it is limited only for giving the children instruction and asking them to follow the instruction.

3. Talking Partners

Conforming to Imaniah and Nargis (2017:63-64) who utter that another way to support children to spend time speaking English is by giving them opportunity to talk with others. As important as practicing daily conversation, talking partners is also essential to practice since it encourages children to talk more and fluently. Therefore, in order to facilitate the children, teachers should provide the turn for children to have their time to talk with other children.

Based on the data analysis, the majority of the respondents have provided the children time to talk with a partner. Further revealed from the data of interview and focus group discussion that the respondents have a show and tell activity that is done twice a week in a group time activity. In this activity, the children are given time to talk with other children throughout the *Zoom* meeting. They may share anything and tell about their own to their friend and another child may also join if they find it interesting. The finding matches the statement mentioned by Imaniah and Nargis

(2017:39) who state that children enjoy telling their own and listening to stories about something real and imaginary. Besides, the idea of providing a show and tell activity is in the same manner with what is stated by Imaniah and Nargis (2017:50).

4. Role-Play

Another way to practice purposeful communication with children can be done by using role-play (Imaniah and Nargis, 2017:63-64). In this activity, the children are able to start role-play conversation with their friends or teachers by pretending to be someone else as provided in the topic. Otherwise, role play also provides an opportunity for children not only to practice English language but also to develop their creativity throughout the role they play. However, the findings show that the majority of the respondents do not practice role-play as one of the ways to help students develop their creativity and communicative skills in English.

Based on the data analysis, most of the respondents did not look forward to have a role-play activity in the class. Further revealed from the focus group discussion that only the minority of the respondents has ever employed a role play activity during the online learning. Meanwhile, half of the respondents reveal that they use drawing journals as an alternative way to develop both creativity and student talk time. In this activity, the children are allowed to draw anything they want using their imagination. After that they were asked to present the story behind that. The respondents find it

effective to develop students' creativity while also encouraging them to practice their speaking.

Moreover, one out of four respondents states that she utilizes the students' cheerfulness at home as the main topic to be discussed in a conversation. She acknowledges that bringing such a topic is effective to encourage them to practice speaking since they find it interesting to do. The result relates with the statement mentioned by Imaniah and Nargis (2017:42) who state that the ideas and interests that come up from children can drive to an exploration topic which also enables them to spend more time speaking English.

Meanwhile, the other respondent reveals that she uses an open-ended activity as another alternative way to develop students' creativity and students' speaking skill. Through the open-ended activity, children are allowed to create something they wish like what they may do in art and craft such as ice cream's college. The children are able to decorate their own ice cream by spreading ice cream topping they want. Further revealed that she finds it effective to encourage the students to develop the students' creativity and also to practice their speaking.

5. The use of media

Young learners' teachers are required to use lots of media to attract the children to speak. Mediums are also suggested to be used when teaching to young learners since it is found exciting for children (Scott and Yteberg,

1990:108). Based on the data analysis, the majority of the respondents have brought medium into the online class. It is found that all respondents use pictures as one of mediums to help the teachers teach the target language to the children. This finding matches the result carried out by Yusuf, et al (2019) in their research.

Further found from the classroom observation and the focus group discussion that the majority of the respondents also use flashcard as the other media. In addition, from the data of interview and focus group discussion; two among four respondents state that they also use song and video as another teaching medium. The results also match the findings carried out by Yusuf, et al (2019) and Pratama and Awaliyah (2015) in their research.

6. The effectiveness of strategies

From the data analysis, the majority of the respondents perceive the strategies employed to teach spoken language to young learners, which are; conversation, talking partner, gesture, repetition, translating the word, picture, and song are effective in assisting children to talk more and fluently. Further revealed that the students show better progress. Moreover, the result from the focus group discussion indicates that song being the most effective media for helping the students to speak.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data of three steps of triangulation; classroom observation, interview, and focus group discussion, it shows that the teachers' strategies in teaching spoken language to young learners at Cita Harmoni Montessori School are mostly applied in the same ways as suggested by Imaniah and Nargis. The findings show that the teachers employ daily conversation in teaching spoken language to young learners. It is also found that most of the teachers employ repetition in teaching spoken language to the students. Further revealed that daily conversation that is repeatedly practiced enables the students to develop the students' ability to talk since they are driven to keep using English. Besides, the researcher finds that the teachers also employ gestures as one of strategies to assist the student in learning the target language.

Moreover, the teachers also employ a show and tell activity in order to give the students an opportunity to talk with a partner. It is revealed that it can develop the communicative skill of the students to talk with a partner. In addition, it is found that the majority of the teachers use pictures, flashcards, songs, and videos as the mediums to assist the students in learning spoken language. However, based on the data obtained from triangulation, a partner work activity does not run smoothly during this

online learning. Besides, it also happens when employing role play activity. Only the minority of the teachers who has ever employed role play activity during the online learning. It is revealed from the findings of interview and focus group discussion that during this online learning, the activities in the class are mostly reduced due to the limited space and time. Therefore, the teachers find it hard to apply those two strategies above.

It can be concluded that the teachers employ these following as the strategies to teach the students spoken language: conversation, talking partner, picture, flashcard, song, video, gesture, and repetition. From the data gathered through the three steps of triangulation, it is quite clear to see that the strategies applied by the teachers are effective to help the students to talk more and fluently.

B. Suggestion

In line with the conclusion, there are some suggestions given from the researcher to the parties;

1. For the teachers
    - The researcher finds that some students are easily bored when learning language online. Therefore, it is suggested to young learner teachers to create more innovative activities that can also enhance the students to speak English. The teachers may bring plenty pictures with them since the students find them more interesting.
    - It is suggested for young learner teachers to focus on teaching

common words to children since they are inexperienced. However, if they have to learn some new words; it is suggested to limit the number since children need time to recall the words and use them continuously before they can finally understand the meaning of them.

2. For the further young learners' teacher

   It is advised that the further teacher of young learners to bring an innovative and variative activity that also involves the learner to be more engaged in practicing the spoken English language. Since young learners need to be used to with a new language before they are finally able to learn the language. Some interesting teaching medium that provide chant and colorful picture may also be used in assisting young learners in learning new language.

3. For the further researcher

   The researcher advises the further researcher who has an interest in conducting similar research topics to find out strategies in teaching another aspects or topics to young learners.

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APPENDICES

APPENDIX 1

RESEARCH INSTRUMENT OF CLASSROOM OBSERVATION

1. Classroom Observation Checklists

Teacher's name :

Class :

Date :

Time :

Activities	Yes	No	Note
Indicator: Conversation			
Teacher does informal conversation with the students.			
Teacher does structured conversation with the students.			
Indicator: Partner Work			
Teacher models appropriate interaction.			
Teacher provides opportunities for students to complete task together.			
Indicator: Talking Partner			
Teacher lets students talk with a partner throughout the day.			

Indicator: Role-play			
Teacher plays a role with the students.			
Indicator: The use of media			
Teacher uses teaching media.			
Indicator: The effectiveness of strategy			
Students are able to repeat what the teacher has said.			
Students are able to respond what the teacher has said in a positive way.			

APPENDIX 2

RESEARCH INSTRUMENT OF INTERVIEW

2. Interview

Indicator: Conversation	
1.	*Bagaimana cara Ibu membantu siswa agar terbiasa berbicara dalam Bahasa Inggris?* [How do you help children be used to talking?]
2.	*Bagaimana Ibu memberikan kesempatan berbicara kepada siswa berbicara dalam Bahasa Inggris?* [How do you give children the opportunity to talk?]
3.	*Bagaimana cara Ibu melatih kemampuan berbicara anak* dalam Bahasa Inggris? [How is your strategy in drilling children to talk?]
4.	*Upaya apa saja yang Ibu lakukan demi meningkatkan kemampuan berbicara anak dalam Bahasa Inggris?* [What effort do you do to encourage children to talk?]
Indicator: Talking Partner	
5.	*Bagaimana Ibu memberikan kesempatan kepada anak untuk berbicara Bahasa Inggris dengan lawan bicaranya atau anak-anak lainnya?* [How do you give students the opportunity to talk with others?]
Indicator: Partner Work	
6.	*Bagaimana cara Ibu melatih kemampuan kerja sama anak dengan anak lainnya pada situasi belajar jarak jauh seperti sekarang ini?* [How do you improve collaborative skills of students to work with a partner?]
Indicator: Role-play	
7.	*Bagaimana cara Ibu mengoptimalkan kemampuan berbicara anak dengan kemampuan berimajinasi anak?* [How do you optimize student talk time and student creativity?]

8.	*Bagaimana cara Ibu mengkreasikan setiap aktivitas di kelas agar dapat menunjang kemampuan anak berbicara Bahasa Inggris?* [How do you design each activity in the classroom that can develop student talk time?]
Indicator: The use of media	
9.	*Media apa saja yang biasa Ibu gunakan dalam membantu anak belajar berbicara Bahasa Inggris?* [What kind of media do you often use to help children to talk?]
Indicator: The effectiveness of strategies	
10.	*Apakah upaya-upaya tersebut cukup efektif bu dalam melatih kemampuan berbicara anak?* [Are those strategies effective in helping the children to talk?]
11.	*Apakah siswa dapat merespon pertanyaan dengan baik? Bagaimana respon mereka saat diajak berkomunikasi menggunakan Bahasa Inggris?* [Do the children respond to the question in a good way? How is the child's response when asked to communicate in English?]

APPENDIX 3

RESEARCH INSTRUMENT OF FOCUS GROUP DISCUSSION

3. Focus Group Discussion (FGD)

Focus Group Discussion Guide

Welcome

Selamat pagi Ibu. Terima kasih sudah bersedia meluangkan waktunya di sela-sela kesibukan Ibu untuk Focus Group Discussion *hari ini.*

Introduction

Focus Group Discussion *ini bermaksud untuk menanyakan pendapat Ibu terkait* Teachers' Strategy in Teaching to Young Learners.

Focus Group discussion *ini akan berlangsung tidak lebih dari 60 menit. Sebelumnya, apakah Ibu berkenan apabila diskusi kali ini direkam?*

Anonymity

Meskipun diskusi ini direkam. Kerahasiaan akan hasil penelitian ini akan tetap terjaga. Peneliti tidak akan mencantumkan nama atau identitas diri Bapak/Ibu ke dalam transkrip diskusi dan akan diganti dengan kode atau penomoran.

Ground Rules

Tidak ada jawaban yang benar atau salah dalam diskusi ini. Pendapat dari Ibu guru sekalian akan sangat diapresiasi, oleh karena itu dimohon agar

Bapak/Ibu dapat berpartisipasi dengan menyuarakan pendapat dari Bapak/Ibu selama diskusi ini berlangsung. Apakah ada yang masih ingin ditanyakan? Jika tidak, mari kita mulai diskusi ini.

Warm Up

Pertama-tama, silahkan Ibu untuk memperkenalkan nama.

Introductory Question

Ibu akan diberikan waktu untuk memikirkan tentang pendapat Bapak/Ibu mengenai topik diskusi. Apakah Bapak/Ibu sudah siap untuk berbagi pendapat pada diskusi hari ini?

Guiding Question

- **Probe questions:**

1. *Kesulitan apa saja yang Ibu temui selama mengajarkan* spoken language *kepada anak?*

   [What are the difficulties faced when teaching spoken language to children?]

2. *Bagaimana pendapat Ibu mengenai perencanaaan* teaching strategy *dalam mengatasi permasalahan tersebut? Apakah hal ini perlu dipertimbangkan?*

   [How is your opinion towards planning a teaching strategy to solve the problem? Does it have to be considered?]

- **Follow up questions:**

1. *Bagaimana cara Ibu melatih anak agar dapat terbiasa berbahasa Inggris?*

   [How do you train children to be used to speaking English?]

2. *Bagaimana Ibu melatih kemampuan* partner working *anak untuk dalam upaya melatih anak berbahasa Inggris?*

   [How do you train the collaborative skill of the children to work with a partner in the way to train them to speak English?]

3. *Bagaimana cara Ibu memberikan kesempatan kepada anak untuk dapat berinteraksi dengan anak lainnya dalam upaya melatih anak berbahasa Inggris?*

   [How do you give opportunities to the children to interact with other children in the way to train them speak English?]

4. *Bagaimana cara Ibu meningkatkan kemampuan berbahasa Inggris anak dan kemampuan imajinasi mereka?*

   [How do you develop the students' speaking skill and their imaginative skill?]

5. *Bagaimana pendapat Ibu mengenai kegiatan role-play untuk meningkatkan kedua hal tersebut? Apakah kegiatan role-play juga diaplikasikan di dalam kelas?*

[How is your opinion towards a role play to develop those of two cited skills above?]

6. *Dari sekian upaya yang dilakukan, manakah yang paling efektif dalam membantu anak fasih berbahasa Inggris?*

[From the above strategies, which one is the most effective in assisting the children in speaking English fluently?]

APPENDIX 4

THE RESULT OF CLASSROOM OBSERVATION

7. First Classroom Observation

Teacher's name : Respondent #3

Class : Sky Class

Date : 15th February 2021

Time : 08.00 AM

Activities	Yes	No	Note
Indicator: Conversation			
Teacher does informal conversation with the students.	×		
Teacher does structured conversation with the students.	×		Displaying pictures
Indicator: Partner Work			
Teacher models appropriate interaction.		×	
Teacher provides opportunities for students to complete task together.		×	
Indicator: Talking Partner			
Teacher lets students talk with a partner throughout the day.		×	
Indicator: Role-play			

Teacher plays a role with the students.		×	
Indicator: The use of media			
Teacher uses teaching media.	×		Picture, word list card, and worksheet.
Indicator: The effectiveness of strategy			
Students are able to repeat what the teacher has said.	×		
Students are able to respond what the teacher has said in a positive way.	×		

8. First Classroom Observation

Teacher's name : Respondent #4

Class : Sky Class

Date : 15th February 2021

Time : 08.00 AM

Activities	Yes	No	Note
Indicator: Conversation			
Teacher does informal conversation with the students.	×		
Teacher does structured conversation with the students.	×		Displaying pictures
Indicator: Partner Work			
Teacher models appropriate interaction.		×	
Teacher provides opportunities for students to complete task together.		×	
Indicator: Talking Partner			
Teacher lets students talk with a partner throughout the day.		×	
Indicator: Role-play			
Teacher plays a role with the students.		×	
Indicator: The use of media			

Teacher uses teaching media.	×		Picture, word list card, and worksheet.
Indicator: The effectiveness of strategy			
Students are able to repeat what the teacher has said.	×		
Students are able to respond what the teacher has said in a positive way.	×		

9. First Classroom Observation

Teacher's name : Respondent #2

Class : Sea Class

Date : 15th February 2021

Time : 09.15 AM

Activities	Yes	No	Note
Indicator: Conversation			
Teacher does informal conversation with the students.	×		
Teacher does structured conversation with the students.	×		Displaying pictures
Indicator: Partner Work			
Teacher models appropriate interaction.		×	
Teacher provides opportunities for students to complete task together.		×	
Indicator: Talking Partner			
Teacher lets students talk with a partner throughout the day.		×	
Indicator: Role-play			
Teacher plays a role with the students.		×	
Indicator: The use of media			

Teacher uses teaching media.	×		Picture, word list card, word stick card, and worksheet.
Indicator: The effectiveness of strategy			
Students are able to repeat what the teacher has said.	×		
Students are able to respond what the teacher has said in a positive way.	×		

10. First Classroom Observation

Teacher's name : Respondent #1

Class : Sea Class

Date : 15th February 2021

Time : 09.15 AM

Activities	Yes	No	Note
Indicator: Conversation			
Teacher does informal conversation with the students.	×		
Teacher does structured conversation with the students.	×		Displaying pictures
Indicator: Partner Work			
Teacher models appropriate interaction.		×	
Teacher provides opportunities for students to complete task together.		×	
Indicator: Talking Partner			
Teacher lets students talk with a partner throughout the day.		×	
Indicator: Role-play			
Teacher plays a role with the students.		×	
Indicator: The use of media			

Teacher uses teaching media.	×		Picture, word list card, word stick card, and worksheet.
Indicator: The effectiveness of strategy			
Students are able to repeat what the teacher has said.	×		
Students are able to respond what the teacher has said in a positive way.	×		

11. Second Classroom Observation

Teacher's name : Respondent #3

Class : Sky Class

Date : 22nd February 2021

Time : 08.00 AM

Activities	Yes	No	Note
Indicator: Conversation			
Teacher does informal conversation with the students.	×		
Teacher does structured conversation with the students.	×		Displaying pictures
Indicator: Partner Work			
Teacher models appropriate interaction.		×	
Teacher provides opportunities for students to complete task together.		×	
Indicator: Talking Partner			
Teacher lets students talk with a partner throughout the day.		×	
Indicator: Role-play			
Teacher plays a role with the students.		×	
Indicator: The use of media			

Teacher uses teaching media.	×		Picture, word list card, and worksheet.
Indicator: The effectiveness of strategy			
Students are able to repeat what the teacher has said.	×		
Students are able to respond what the teacher has said in a positive way.	×		

12. Second Classroom Observation

Teacher's name : Respondent #4

Class : Sky Class

Date : 22nd February 2021

Time : 08.00 AM

Activities	Yes	No	Note
Indicator: Conversation			
Teacher does informal conversation with the students.	×		
Teacher does structured conversation with the students.	×		Displaying pictures
Indicator: Partner Work			
Teacher models appropriate interaction.		×	
Teacher provides opportunities for students to complete task together.		×	
Indicator: Talking Partner			
Teacher lets students talk with a partner throughout the day.		×	
Indicator: Role-play			
Teacher plays a role with the students.		×	
Indicator: The use of media			

Teacher uses teaching media.	×		Picture, word list card, and worksheet.
Indicator: The effectiveness of strategy			
Students are able to repeat what the teacher has said.	×		
Students are able to respond what the teacher has said in a positive way.	×		

13. Second Classroom Observation

Teacher's name : Respondent #2

Class : Sea Class

Date : 15th February 2021

Time : 09.15 AM

Activities	Yes	No	Note
Indicator: Conversation			
Teacher does informal conversation with the students.	×		
Teacher does structured conversation with the students.	×		Displaying pictures
Indicator: Partner Work			
Teacher models appropriate interaction.		×	
Teacher provides opportunities for students to complete task together.		×	
Indicator: Talking Partner			
Teacher lets students talk with a partner throughout the day.		×	
Indicator: Role-play			
Teacher plays a role with the students.		×	
Indicator: The use of media			

Teacher uses teaching media.	×		Picture, word list card, and worksheet.
Indicator: The effectiveness of strategy			
Students are able to repeat what the teacher has said.	×		
Students are able to respond what the teacher has said in a positive way.	×		

14. Second Classroom Observation

Teacher's name : Respondent #1

Class : Sea Class

Date : 22nd February 2021

Time : 09.15 AM

Activities	Yes	No	Note
Indicator: Conversation			
Teacher does informal conversation with the students.	×		
Teacher does structured conversation with the students.	×		Displaying pictures
Indicator: Partner Work			
Teacher models appropriate interaction.		×	
Teacher provides opportunities for students to complete task together.		×	
Indicator: Talking Partner			
Teacher lets students talk with a partner throughout the day.		×	
Indicator: Role-play			
Teacher plays a role with the students.		×	

Indicator: The use of media			
Teacher uses teaching media.	×		Picture, word list card, and worksheet.
Indicator: The effectiveness of strategy			
Students are able to repeat what the teacher has said.	×		
Students are able to respond what the teacher has said in a positive way.	×		

APPENDIX 5

INTERVIEW DATA TRANSCRIPTION

Respondent #1

Question 1 : *Bagaimana cara Ibu membantu siswa agar terbiasa berbicara dalam Bahasa Inggris?*

[How do you help children be used to talking?]

Answer *: Untuk terbiasa ya? Yaa…kita ngomong Bahasa Inggris ke mereka. Walaupun awalnya susah. Cuma, biasanya tuh kita melatihnya dengan; abis Bahasa Inggris terus dibahasa Indonesiakan. Jadi kita kaya kerja dua kali gitu, ngomong Bahasa Inggris terus ditranslatekan dengan Bahasa Indonesia. Awalnya mereka mungkin masih bengong, masih ngga aktif ngomong, tapi lama-lama mereka ngerti kok dengan sendirinya, karena sudah terbiasa.*

[Yaa… we speak English to them. Though it was hard at first. However, we use to train them by translating English to Indonesian; so we work twice. At first, they might keep quiet and still but by the time, they will understand as they have been used to it.]

Followed up question : *Bagaimana cara Ibu membantu siswa yang belum* familiar *dengan kosakata baru dalam Bahasa Inggris?*

[How do you help children who find unfamiliar English words?]

Answer : Emm, biasanya kita sambil menunjuk bendanya. Misalkan, kaya misalkan aku nyuruh, yang simple, “Please close the door.” terus sambil nunjuk pintunya atau ngga sambil diulangi kata nya “Please close the door.”. *Terus kalo misalkan masih belum ngerti artinya, kita artikan per kalimat nya, gitu.*

[Emm, most often we point up to the object, for instance when we ask them a simple one, “Please close the door.” while also pointing up to the door or repeating the instruction but if they still cannot get the meaning, we translate it word by word.]

Question 2 *: Bagaimana Ibu memberikan kesempatan berbicara kepada siswa berbicara dalam Bahasa Inggris?*

[How do you give children the opportunity to talk?]

Answer : *Ya... dengan dengerin mereka sih. Kadang ada anak yang… mereka tuh seperti bisa Bahasa Inggris, padahal mereka gajelas ngomong apa gitu kan, cuma ya kita berusaha untuk kaya…mengerti mereka dengan yang "Ooo begitu". Keliatan kan dari gestur tubuhnya mereka mungkin maksudnya apa.*

[Ya… listening to what they say. Sometimes, there are students who actually can speak English but they find it hard to spell it in English. So, we just try to understand what they mean. It can be seen from their gesture.]

Question 3 : *Bagaimana cara Ibu melatih kemampuan berbicara anak* dalam Bahasa Inggris?

[How is your strategy in drilling children to talk?]

Answer : *Ya kaya tadi sih, Selalu berikan mereka kesempatan, terus… abis ngomong Bahasa Inggris dibahasa Indonesia kan, terus… kalo ada kosakata baru, kita artiin juga per kata-kata nya. Jadi, mereka pun mendapat informasi baru.*

[Ya, as what I said before, keep giving them the opportunity, translating what has been said, and if there is a new vocabulary, we translate it word by word so they also get new information.]

Question 4 : *Upaya apa saja yang Ibu lakukan demi meningkatkan kemampuan berbicara anak dalam Bahasa Inggris?*

[What effort do you do to encourage children to talk?]

Answer : *Mungkin… salah satunya lewat buku cerita kali ya, bu. Atau ngga kaya misalkan kita nonton video… Bahasa Inggris terus kita bahas bareng bareng. Kalo buku cerita kita bahas per halaman… tentang ceritanya, karakternya… gitu aja sih.*

[One of the ways is using story book or watching video in English and we discuss it together. Meanwhile for the story book, we discuss the story and the character in the story page by page. That's all.]

Question 5 : *Bagaimana Ibu memberikan kesempatan kepada anak untuk berbicara Bahasa Inggris dengan lawan bicaranya atau anak-anak lainnya?*

[How do you give students the opportunity to talk with others?]

Answer : *Ya… setiap saat sih. Mungkin saat ada kesempatan mereka ngomong ya kita persilahkan mereka ngomong. Kaya misalkan, mungkin kalo waktunya mepet kita waktuin, misalkan satu anak satu menit. Yang penting kita ngerti maksudnya mereka ya kita beri kesempatan.*

[Every time. Maybe if there is opportunity for them to talk, we will let them talk. If the time is limited, we keep the time like, a minute for a child. The point is, we understand what they mean; we give them turn.]

Followed up question : *Bagaimana cara Ibu memberikan mereka kesempatan untuk berkomunikasi menggunakan Bahasa Inggris dengan rekan seusianya di saat pembelajaran daring seperti ini?*

[How do you give students the opportunity to talk with others during online learning?]

Answer : *Ya… dengan memanfaatkan kelas bersama. Kan kalo disini kan, kelas bersama kan, seminggu dua kali ya, setiap hari Rabu dan Jumat. Di awal sebelum kelasnya mulai tuh kita memberikan mereka kesempatan untuk menyapa teman-temennya… 15 menit tuh kita kasih waktu untuk mereka ngobrol… jadi kesempatan itu sih masih ada, walaupun dengan kondisi belajar yang sekarang.*

[Ya… by utilizing *kelas bersama* which is held twice a week; on Wednesday and Friday. At the beginning before starting the class, we give them time to greet their friends and we give them 15 minutes to chat with others. So, the students

still have the opportunity even in nowadays' learning condition.]

Followed up question : *Bagaimana cara Ibu melatih kemampuan kerja sama anak dengan anak lainnya pada situasi belajar jarak jauh seperti sekarang ini?*

[How do you improve collaborative skills of students to work with a partner?]

Answer : *Iya… disini kan partner kerjanya adalah guru dan orangtua ya. Jadi kita kerjasama nya antara guru dan orangtua nya, untuk… makanya disini ada yang namanya* lesson plan *kan, sebelum belajar, kita kasih* lesson plan *ke orangtua, jadi orangtua pun bisa baca* lesson plan *nya. Jadi mereka tuh ngerti apa aja yang harus dipelajari, mereka tau apa aja yang mau disiapkan.*

[Their partners here are teacher and parent. So, the teamwork is between the teacher and parent. Therefore, we have lesson plan so before starting the lesson, the parent will be given a lesson plan so they do know what should be learnt and prepared.]

Question 6 : *Bagaimana cara Ibu mengoptimalkan kemampuan berbicara anak dengan kemampuan berimajinasi anak?*

[How do you optimize student talk time and student creativity?]

Answer : *Menggambar mungkin yah… terus mereka ceritain apa yang mereka… biasanya sih tuh keliatan sih tuh imajinasi anak tuh apa… gitu. Terus kaya feeling nya mereka juga keliatan… apa yang lagi mereka rasain…*

[Perhaps, drawing then they tell us what they draw so it can be seen what is on their imagination and feeling.]

Question 7 : *Bagaimana cara Ibu mengkreasikan setiap aktivitas di kelas agar dapat menunjang kemampuan anak berbicara Bahasa Inggris?*

[How do you design each activity in the classroom that can develop student talk time?]

Answer : *Emm, ya… kita nyanyi-nyanyi dulu… buat membangkitkan semangat anaknya dulu, gitu. Kita pancingnya dengan, "ayo kita mau cari gambar apa nih?", gitu gitu. Biasanya sih anak akan langsung mau, karena kan menarik perhatian mereka juga.*

[Emm, ya… first, we sing along to boost their enthusiasm. We encourage them by saying, "Come on! What picture do you want to find? ". Normally, they will want to; since they find it interesting.]

Question 8 : *Media apa saja yang biasa Ibu gunakan dalam membantu anak belajar berbicara Bahasa Inggris?*

[What kind of media do you often use to help children to talk?]

Answer : *Emm, kita pake* picture… worksheet, *yang menarik… sama ini paling, kita punya sesi namanya* show and tell. *Itu anak-anak tuh bisa… ya ini misalkan tuh mereka punya mainan* favorite… *atau mereka abis gambar mereka mau cerita ya boleh, silahkan… jadi kan itu juga melatih mereka dalam berkomunikasi dalam Bahasa Inggris.*

[We use picture, worksheet, and a show and tell session. In this session, the students can share and tell anything to their friends such as their favorite toy or their drawing. If they want to do so; they can do it. In addition, it can also improve their two-way communication using English.]

Question 9 : *Apakah upaya-upaya tersebut cukup efektif bu dalam melatih kemampuan berbicara anak?*

[Are those strategies effective in helping the children to talk?]

Answer : *Sejauh ini sih… cukup efektif sih. Dari anak yang tadinya diem, pemalu… mereka udah mulai pd, udah mulai percaya diri, udah mulai pelan-pelan tuh mau ngomong di depan umum… yang tadinya sama sekali ngga mau… itu sudah cukup efektif sih sejauh ini.*

[So far, it is effective. The student who used to be quiet and shy, they start to have courage to speak in front of their friends. It has been effective this far.]

Question 10 : *Apakah siswa dapat merespon pertanyaan dengan baik? Bagaimana respon mereka saat diajak berkomunikasi menggunakan Bahasa Inggris?*

[Do the children respond the question in a good way? How is the child's response when asked to communicate in English?]

Answer : *Itu tergantung setiap anak sih… tergantung. Tiap anak beda-beda ya responnya. Ada yang responsif banget, ada yang masih biasa aja, itu tergantung anaknya sih… Cuma sejauh ini ya mereka semakin baik sih, semakin responsive setiap harinya… karena dilatih terus setiap hari.*

[It depends on each child. Each child gives different response. Some are very responsive and some are just common. However, so far, they become more responsive since they are encouraged every day.]

Respondent #2

Question 1 : *Bagaimana cara Ibu membantu siswa agar terbiasa berbicara dalam Bahasa Inggris?*

[How do you help children be used to talking?]

Answer : *Mostly itu anak-anak sudah terbiasa dengan Bahasa Inggris, tapi memang ada beberapa yang masih malu-malu, gitu. Belum terbiasa…karena kan memang, sudah ada yang lebih pd… begitu, walaupun masih malu-malu, tapi sudah bisa terlihat em… sudah mau mulai ngomong Bahasa Inggris nih, gitu. Walaupun tidak intens yah, tapi sudah terlihat progresnya.*

[Mostly, the students have been used to speak English. Though some of them are still shy to do it. Since there are students who have spoken English even some of them are still shy but the progress has already been seen; they start speaking English although it is not intensive.]

Followed up question : *Bagaimana cara mengatasi siswa yang belum familiar dengan kosakata baru dalam Bahasa Inggris?*

[How do you help children who find unfamiliar English words?]

Answer : *Cara mengenalkannya emm… jadi, kalo memang ada kosakata baru, kita kenalkan gitu… emm,* let's say *lah* jumping*, gitu. Kita kenalkan lagi, jumping itu apasih, kita deskripsikan…* jumping *itu* action of*… misalkan kamu… apa namanya ya, loncat dari lantai sampai ke atas gitu misalkan. Jadi pengenalannya ga cuman, "Oh ini lho* jumping*" tapi tidak ada deskripsinya anak-anak juga bingung yah, gitu. Dan kalo misalkan itu kita biasanya juga memperagakan, jadi lebih familiar lah gitu… biasanya anak-anak juga jadi familiar kalo kita juga ada* movement *nya gitu.*

[So, if there is new vocabulary, we will introduce it to them. Let say introducing the word jumping. We describe what the word jumping is, like "Jumping is an action of… for example, when you jump to the top." So, we do not only say "It is jumping." The students will get confused about what it

is if there is no description about it. As usual, we also model the word using gestures. Children will be more familiar if we also do the movement.]

Question 2 : *Bagaimana Ibu memberikan kesempatan berbicara kepada siswa berbicara dalam Bahasa Inggris?*

[How do you give children the opportunity to talk?]

Answer : *Oke, emmm ada beberapa anak yang memang sudah fasih sekali… apa namanya, dalam berbahasa Inggris. Tapi, kalo misalkan aku tanya pake Bahasa Inggris… biasanya itu ada yang diam. Jadi konsepnya memang, kalo anak belum berani, belum mau, kita pancing dulu, kita biasakan dulu, nanti mereka akan dengan sendirinya mengalir, gitu.*

[Okay. Emmm, some children have already been fluent but sometimes when they are asked in English, some of them just keep quiet. So, the concept is if they are still in doubt, we have to encourage them first, make them use to with English and by the time they will naturally speak English.]

Question 3 : *Bagaimana cara Ibu melatih kemampuan berbicara anak dalam Bahasa Inggris?*

[How is your strategy in drilling children to talk?]

Answer : *Melatihnya kita pasti dengan* daily conversation *ya. Karena memang* daily basic *nya ini Bahasa Inggris… sudah otomatis gitu lho anak-anak juga jadi terlatih. Jadi memang, tingkatkan di* daily conversation *nya…* strict *dengan peraturan di sekolah… kalo memang pelajarannya menggunakan Bahasa Inggris, kita harus seperti itu, tidak campur-campur. Terkecuali, yang memang kesulitan dan belum mengerti Bahasa Inggris, itu memang kita translate.*

[Of course, by practicing daily conversation. Because the daily basic here is English, automatically the students become trained. So, enhancing the daily conversation and being discipline with the rules that requires us to use English

in the class; do not use mix language except, if the student has difficulty using English, we translate it.]

Question 4 : *Upaya apa saja yang Ibu lakukan demi meningkatkan kemampuan berbicara anak dalam Bahasa Inggris?*

[What effort do you do to encourage students to talk?]

Answer : *Ngobrolin topik yang mereka suka… terutama (pake Bahasa Inggris juga ya) itu biasanya emm lebih mudah gitu loh, bu.*

[Talking about a topic they like (using English). Mostly, it works.]

Question 5 : *Bagaimana Ibu memberikan kesempatan kepada anak untuk berbicara Bahasa Inggris dengan lawan bicaranya atau anak-anak lainnya?*

[How do you give students the opportunity to talk with others?]

Answer : *Biasanya hari Rabu dan Jumat itu kelasnya disatukan ya, jadi anak-anak semuanya hadir di Zoom. Kalo senin, selasa, dan kamis itu kan* individual*… Nah, karena memang sudah kenal… itu akan nyapa. Mereka nyapa "Hi…" "How are you?" "What is your favourite color?"… mereka tuh cerita yang di rumah mereka punya apa… mereka bikin apa. Jadi, mereka ngobrol, udah gitu kalo mau bicara memang kita punya* raising hand stick. *Itu kaya…* tools *gitu, mereka kalo mau berbicara atau menjawab (ini kalo gurunya bertanya ya) mereka harus gentian gitu,* taking turn, *nunjuk* raising hand stick *nya, baru kita pilih, lalu menjawab. Nah, untuk yang… bagaimana caranya anak-anak untuk ngobrol dengan temannya dan sebagainya… itu memang sudah berjalan aja, ibu. Jadi sambil menunggu teman yang lain, aku tuh selalu bilang* "Okey, say hi to your friends, how are they, and then you can share anything you want with your friend…" *Selalu di* encourage *untuk, "Yuk,* say hi to your friends, say good morning, ask them how are they, if you

want to tell them something or anything you make at home, you can share it to them… *tapi,* don't shout.

[On Wednesday and Friday two classes are united so, all students join in the *Zoom* meeting. Since they already know each other, they will greet their friends "Hi. How are you?" "What is your favorite color?", they tell us what they have at home, what they make at home… moreover, we also provide them with a raising hand stick. It is a kind of tool. If they want to talk or answer a question, they have to take turn then raise their raising hand stick after that we will choose whose child to take their turn. Talking about how they talk with others, it will naturally go on. While waiting for the other friends join in the meeting, I always remind them "okay, say hi to your friends, ask them how they are, and then you can share anything you want to your friends…" Always encourage them to… "Say hi to your friends, ask them how they are, if you want to tell something or anything you make at home, you can share it to them but remember, do not shout…".]

Followed up question : *Bagaimana cara Ibu melatih kemampuan kerja sama anak dengan anak lainnya pada situasi belajar jarak jauh seperti sekarang ini?*

[How do you improve collaborative skills of students to work with a partner?]

Answer : *Oh, oke.* Basically, *memang setiap Zoom meeting itu,* parent *diminta untuk mendampingi, begitu. Jadi, kita selalu sampaikan "kalo misalkan kalian menemukan kesulitan atau meminta bantuan… minta bantuan ke orangtua kalian.* So far *aku liat emang kerjasama antara anak dan orangtuanya berjalan sangat baik ya, sampai sekarang. Dan* in terms of *dengan gurunya… memang emm, kalo misalkan aku kasih instruksi, biasanya mereka emm, mengikuti gitu bu. Dengarkan dan ikuti. Gitu sih biasanya, hari itu akan berjalan dengan baik.*

[Oh, okay. Basically, in every *Zoom* meeting, the parents are asked to guide their child. We always say to the students, "If

you find difficulties, you may ask for help to your parent". So far, their teamwork between kids and parents goes well until today. In terms of working in a team with their teacher emm, I give them instruction and basically, they can follow the instruction. Listen to it and then follow it so the day will be going well.]

Question 6 : *Bagaimana cara Ibu mengoptimalkan kemampuan berbicara anak dengan kemampuan berimajinasi anak?*

[How do you optimize student talk time and student creativity skill?]

Answer : *Oke. Emm, kita memfasilitasi anak-anak dengan* drawing journal. *Jadi mereka bisa menggambar apapun yang mereka mau… apapun, even yang imajinasinya* out of the box. *Dibawahnya kan akan ditulis oleh orang tua mereka, ini tuh ceritanya tentang apasih gitu, terus nanti kita akan melontarkan pertanyaan yang lebih* out of the box *lagi. Biar anak-anak imajinasinya juga makin meluas gitu loh. Dari situ kan terlihat, mereka cara menjawabnya itu kan bagaimana gitu loh. Itusih yang selalu kita lakukan.*

[Okay. Emm, we facilitate the students with drawing journal. They can draw anything they want, even something that is out of the box. Under their drawing will be written by their parent what story behind this. Then, we will ask the students questions so they can also develop their imagination. From this, it can be seen how they answer the question. That's what we always do.]

Question 7 : *Bagaimana cara Ibu mengkreasikan setiap aktivitas di kelas agar dapat menunjang kemampuan anak berbicara Bahasa Inggris?*

[How do you design each activity in the classroom that can develop student talk time?]

Answer : *Biasanya kalo memang di tengah tengah sudah* stuck, *kita* stop *dulu… "yuk mau cari gambar apa, mau cerita apa…" kita cari yang memang kesukaannya mereka apa… terus nanti cerita cerita… biar* intermezzo *sedikit lah.*

[Sometimes when we stuck at a moment, we shift it and find another interesting topic, "Come on, what picture do you want to see?", "What do you want to tell ?". We try to find something they love after that we share stories, to bring an intermezzo.]

Question 8 : *Media apa saja yang biasa Ibu gunakan dalam membantu anak belajar berbicara Bahasa Inggris?*

[What kind of media do you often use to help children talk?]

Answer : *Banyak yah, bu… tidak hanya* worksheet, *tapi bisa melalui gambar, bisa melalui… apapun. Bisa melalui… biasanya kita* show and tell, *kalo misalkan memang belajar sudah selesai... masih ada waktu… biasanya kita* show and tell *atau berbagi* drawing journal*… biasanya itu dipresentasikan. Barang apapun yang ada di rumah, bisa mereka gunakan. Kalo misalkan mereka punya mainan baru atau apapun itu mereka bisa dan mau ya malahan mereka kayanya lebih* looking forward *kesitu. Kalo dibilang media, kita bisa gunakan apapun… kita bisa gunakan video, kita bisa gunakan lagu, kita bisa gunakan gambar, benda di sekitar.* Anything that can encourage them to talk more active *dan apa ya, lebih fasih lah gitu.*

[So many, ya. It is not only worksheet but also it can be picture, and anything. Usually, we use show and tell if we still have a time before the class ends or sharing drawing journal, it is usually presented. Any things at home, they can use it as a media such as their new toy or anything; they can use it and even be eager to look forward to share it. When talking about media, we can use anything; we can use video, song, picture, things around, and anything that can encourage them to talk more active and fluently.]

Question 9 : *Apakah upaya-upaya tersebut cukup efektif bu dalam melatih kemampuan berbicara anak?*

[Are those strategies effective in helping the children to talk?]

Answer : *Sampai detik ini… yang aku lihat cukup effective, aku juga melihat progress yang cukup baik diantara murid murid.*

[It is quite effective until now. I also see that students make a progress.]

Question 10 : *Apakah siswa dapat merespon pertanyaan dengan baik? Bagaimana respon mereka saat diajak berkomunikasi menggunakan Bahasa Inggris?*

[Do the children respond to the question in a good way? How is the child's response when asked to communicate in English?]

Answer : *Oke, jadi sekitar 60/70% itu memang sudah bisa diajak* two-way communication *dengan gurunya itu pake Bahasa Inggris, mereka bisa melakukan itu. Dan merespon dengan baik, dan tentunya menggunakan Bahasa Inggris. Walaupun memang Bahasa Inggrisnya juga masih yang… ya…*

[Okay. So, for about 60%/70% of them have already been able to communicate with the teachers in English and give responses in a good way. Even though their English is still, ya…]

Respondent #3

Question 1 : *Bagaimana cara Ibu membantu siswa agar terbiasa berbicara dalam Bahasa Inggris?*

[How do you help children be used to talking?]

Answer *:Em, untuk pembiasaannya sendiri sih, kita sendiri harus menggunakan Bahasa Inggris. Karena kan* repetition *yah,* repetition *itu kan penting. Setiap berbicara dengan Bahasa Inggris dan anak itu mendengar dan berulang-ulang kali kita ucapkan saat itu pasti anak pun mau mengucapkan kata-kata tersebut. Jadi kaya misalkan "Good morning everybody. How are you?" gitu, "You can say, I'm fine. Setelah dikenalkan, itu kan pengenalan, mereka mengucapkan, dan setiap pertemuan kita ulang-ulang terus… dari situ sih partinya ada keberanian anak untuk mengucapkan Bahasa Inggris.*

[Em, to make them use to it, ya we have to use English language. Since repetition is important. Every time we speak English and they listen to it continuously, they will naturally want to say like, "good morning everybody. How are you?" "You can say, I'm fine." After being introduced, they say it, and we repeat it in every meeting. So, the courage of students to speak English will be trained.]

Followed up question : *Bagaimana cara mengatasi siswa yang belum familiar dengan kosakata baru dalam Bahasa Inggris?*

[How do you help children who find unfamiliar English words?]

Answer *: Em, pastinya kita jelaskan dengan Bahasa Indonesia dulu, atau langsung saat prakteknya itu kaya "have you eat?" (jadi pake gesture), memperagakan dari Bahasa nya itu sendiri, Kaya gitu sih. Initinya sih menggunakan movement atau selanjutnya ya diartikan kembali.*

[Emm, we describe it first in *Bahasa Indonesia* or using gestures to describe what it is like, "have you eaten?" so we use gesture to model the language; the point is, we use movement or we translate the word.]

Question 2 : *Bagaimana Ibu memberikan kesempatan berbicara kepada siswa berbicara dalam Bahasa Inggris?*

[How do you give children the opportunity to talk?]

Answer : *Emmm, kalo untuk memberikan kesempatan pasti kan kita awalnya berbicara Bahasa Inggris dulu. Yang pasti sih awalnya itu adalah, menggunakan Bahasa Inggris dari kita melontarkan pertanyaan Bahasa Inggris kepada mereka untuk menjawabnya juga dengan Bahasa Inggris.*

[Emmm, how giving them an opportunity to talk is of course by starting using English; we speak English, we ask them in English, and ask them to answer it in English.]

Question 3 : *Bagaimana cara Ibu melatih kemampuan berbicara anak* dalam Bahasa Inggris?

[How is your strategy in drilling children to talk?]

Answer : *Pertama, dapat melalui pembiasaan conversation dengan anak, missal "What day is it?' atau "What did you eat?". Kedua nursery rhymes atau lyric lagu yang terus disampaikan saat greeting time. Selain dari ini tetap konsisten dalam menggunakan Bahasa Inggris ketika anak bercerita dan menegaskannya kembali dengan Bahasa Inggris.*

[First, it can be done through daily conversation, like "What day is it?" or "What did you eat?". Second, song or rhymes that use to be given when greeting time. Besides, being consistent in using English and repeating it in English.]

Question 4 : *Upaya apa saja yang Ibu lakukan demi meningkatkan kemampuan berbicara anak dalam Bahasa Inggris?*

[What effort do you do to encourage students to talk?]

Answer *: Upaya itu tergantung dari si anaknya sendiri, kalo ada ketertarikan dari mereka tentang suatu hal misalnya, satu anak ini sukanya Spongebob, berarti kita juga berbicara dengan kosakata yang mana berkaitan dengan hal tersebut,*

gitu… kaya, Spongebob has a yellow skin… berarti kan itu kan belajar tentang warna dengan Bahasa Inggris… itu dari gambar biasanya, karena ada media media yang ditampilkan biasanya.

[It depends on the student. If they are interested in something let say character of *Spongebob*, we can talk about words related to the character like, *Spongebob* has yellow skin; we can learn about color, we can learn from that. Since there is a media presentation.]

Question 5 : *Bagaimana Ibu memberikan kesempatan kepada anak untuk berbicara Bahasa Inggris dengan lawan bicaranya atau anak-anak lainnya?*

[How do you give students the opportunity to talk with others?]

Answer : [Emm, we use to have an activity like show and tell, so, the first kid in the class may come up with a topic, like their activity on the weekend or yesterday's activity, and maybe the things that they like, their favorite things, they bring up the topic, and then the other child also may join if they think that it is interesting for them but, they need to… "Raise your hand". If they have the same thing and want to communicate with other children they need to raise their hand.]

Followed up question : *Bagaimana cara Ibu melatih kemampuan kerja sama anak dengan anak lainnya pada situasi belajar jarak jauh seperti sekarang ini?*

[How do you improve collaborative skills of students to work with a partner?]

Answer : *Untuk selama online ini, kami jarang meminta orangtua…melibatkan orangtua untuk kegiatan saat Zoom, lebih ke* preparation *nya aja lebih ke* preparation. *Atau, saat kegiatannnya missal meminta tolong untuk guntingin paper, kaya gitu… lebih ke kaya, key yang hal kecil sih minor minor, bukan yang melakukan kegiatan bersama orangtua saat*

zoom online, gitu. Belum… pernah kalo seperti itu. Jadi kalo dilihat dari kerjasamanya untuk online sih belum.

[During this online learning, we rarely ask parent to get involved in *Zoom* activities; parents are only involved to prepare the materials such as cutting a paper; a minor one – it is not doing activities with parent during online Zoom meeting, not yet. So, partner working through online has not yet seen.]

Question 6 *: Bagaimana cara Ibu mengoptimalkan kemampuan berbicara anak dengan kemampuan berimajinasi anak?*

[How do you optimize student talk time and student creativity?]

Answer : *Awalnya mungkin dari lagu lagi yah. Karena mungkin dengan mendengar lagu Bahasa Inggris itu ya, apalagi dengan music yang menyenangkan pasti anak-anak mau mengucapkan Bahasa Inggrisnya itu sendiri ya. Kemudian kita sering menggunakan video sebelum memulai activities… ada video tentang topik yang sedang dilakukan, itu juga menambah wawasan mereka dalam mengucapkan spoken Bahasa Inggris. Dan untuk berimajinasinya sendiri, kita meminta anak-anak untuk menggambar dengan kegiatan* open ended. Open ended activity *nya misalnya kolase, kegiatan kolase seperti kolase…. Es krim gitu, ice cream collage, buat ice cream dengan imajinasi kalian sendiri. Dari situ juga kita bisa meningkatkan Bahasa inggris nya mereka dan juga meningkatkan imajinasinya mereka tentang suatu topik tersebut.*

[First, we ask the students to listen to a song together. Hopefully, by listening to amusing songs, they want to speak English. In addition, we use to watch a video before starting the activity; the video explains about the topic which is going to be done. That also builds up their knowledge about how to say the spoken English and to build up their imagination, we ask them to draw in the open-ended activity such as ice cream collage; make an ice cream with their own creation.

From this activity, we can build up their imagination towards the topic.]

Question 7 : *Bagaimana cara Ibu mengkreasikan setiap aktivitas di kelas agar dapat menunjang kemampuan anak berbicara Bahasa Inggris?*

[How do you design each activity in the classroom that can develop student talk time?]

Answer : *Emm… itu lebih mengandalkan kepada keseruan anak-anak…di rumah. Maksudnya apa yang mereka lakukan kalo weekend… emm, jadi, manfaatkanlah anak-anak tersebut untuk bisa melakukan hal-hal yang menarik, begitu.*

[Emm… we use to lean on the students' cheerfulness they do at home such as what they do on weekends… emm, so we find a use of it.]

Question 8 : *Media apa saja yang biasa Ibu gunakan dalam membantu anak belajar berbicara Bahasa Inggris?*

[What kind of media do you often use to help children to talk?]

Answer : *Singkatnya sih gambar, video, lagu, dan kemampuan kita sendiri.*

[To sum up, we use picture, video, song, and teachers' ability.]

Question 9 : *Apakah upaya-upaya tersebut cukup efektif bu dalam melatih kemampuan berbicara anak?*

[Are those strategies effective in helping the children to talk?]

Answer : *Efektif atau tidak, pastinya emm, kalau anak itu focus dan mempunyai keinginan, punya kemauan,* willingness *untuk*

belajar dan mendengarkan... pastinya, ada progress *dengan kemampuan Bahasa anak itu sendiri.*

[It will be effective if the students have willingness to learn and listen; of course, it makes a progress.]

Question 10 : *Apakah siswa dapat merespon pertanyaan dengan baik? Bagaimana respon mereka saat diajak berkomunikasi menggunakan Bahasa Inggris?*

[Do the children respond the question in a good way? How is the child's response when asked to communicate in English?]

Answer : *Untuk merespon pastinya awalnya itu emmm, masih bingung-bingung yah, responnya masih haarus kita apa namanya, pancing dan… ya itu dia, apa namanya, gesture, tapi dengan repetation, dengan pengulangan…mungkin respon tersebut yang kita inginkan pun pasti akan jadi terwujud.*

[At first, they still confuse how to respond in English, so we still have to help them through gestures and repetition. Hopefully, they will give the response we wish them to.]

Respondent #4

Question 1 : *Bagaimana cara Ibu membantu siswa agar terbiasa berbicara dalam Bahasa Inggris?*

[How do you help children be used to talking?]

Answer *:Em, biasanya dibantu dengan lagu, dengan menyanyi, terus… dengan kitanya juga menggunakan Bahasa Inggris sih.*

[We use to help them through song; sing a song and …we use English.]

Followed up question : *Bagaimana cara mengatasi siswa yang belum* familiar *dengan kosakata baru dalam Bahasa Inggris?*

[How do you help children who find unfamiliar English words?]

Answer : *Emm, kami membantu untuk mentranslate nya… bisa per kata… bisa per kalimat, tergantung sesuai kebutuhannya sih.*

[Emm, we help them to translate the word, it can be translating each word or each sentence, it depends on the needs.]

Question 2 : *Bagaimana Ibu memberikan kesempatan berbicara kepada siswa berbicara dalam Bahasa Inggris?*

[How do you give children the opportunity to talk?]

Answer : *Emm, kalo pada saat kelas online, itu kita memberikan waktu untuk mereka berbicara, dan pada saat mereka belum bisa menggunakan Bahasa Inggris, mereka menggunakan Bahasa Indonesia. Nah, kata kata yang mereka ucapkan itu, kita translate ke Bahasa Inggris, dan kita minta anak untuk mengulang per kata.*

[Emm, during the online class, we give them time to speak. When they use Bahasa, we translate it to English and then we ask them to repeat what we said in English.]

Question 3 : *Bagaimana cara Ibu melatih kemampuan berbicara anak dalam Bahasa Inggris?*

[How is your strategy in drilling children to talk?]

Answer *: Cara melatihnya, dengan kita sering mengucapkan sih, kita melakukan pengulangan, dan meminta anak untuk mengulang kata-kata yang kita ucapkan.*

[We use English intensively, we do repetition, and we ask them to repeat what we said.]

Question 4 : *Upaya apa saja yang Ibu lakukan demi meningkatkan kemampuan berbicara anak dalam Bahasa Inggris?*

[What effort do you do to encourage students to talk?]

Answer : *Upayanya, kita ajak anak untuk emmm, bernyanyi bersama, terus pada saat online ini kita ajak anak-anak untuk menonton video bersama.*

[We ask them to sing along and watch a video during this online class.]

Question 5 : *Bagaimana Ibu memberikan kesempatan kepada anak untuk berbicara Bahasa Inggris dengan lawan bicaranya atau anak-anak lainnya?*

[How do you give students the opportunity to talk with others?]

Answer : *Emm, pada saat online ini… kita memberikan kesempatan, kita memberikan waktu setelah selesai aktivitas yang kita lakukan untuk anak saling berinteraksi, jadi kita membuka emm percakapan, untuk mereka saling berbicara… saling berkomunikasi. Pada saat online itu… seminggu dua kali.*

[We give time after we have finished the activity to interact with others by starting a conversation for them to talk with each other; twice a week.]

Followed up question : *Bagaimana cara Ibu melatih kemampuan kerja sama anak dengan anak lainnya pada situasi belajar jarak jauh seperti sekarang ini?*

[How do you improve collaborative skills of students to work with a partner?]

Answer : *Em, yang kami lakukan adalah meminta bantuan dari orangtua untuk mengkomunikasikan dengan anak di rumah. Jadi kita memberikan emm, lesson plan di setiap minggu nya per anak ya kepada orangtua, jadi orangtua sendiri melihat materi apa saja yang akan kami ajarkan untuk seminggu kedepan. Karena memang pada saat online gini kan… kita memang perlu ada kerjasama ya sama orangtua.*

[Em, we ask for help from parents to communicate with their child at home. We give the parents lesson plan for a week therefore they can see what we are going to learn for a week. During this online learning, we need to have teamwork with parents.]

Question 6 : *Bagaimana cara Ibu mengoptimalkan kemampuan berbicara anak dengan kemampuan berimajinasi anak?*

[How do you optimize student talk time and student creativity?]

Answer : *Untuk kemampuan berimajinasi itu kami memberikan aktivitas* open ended activity *seperti pada saat kita melakukan art itu kita memberikan anak kebebasan untuk mengkreasikan bentuk atau area yang bisa mereka buat.*

[We provide open-ended activity as what we do in art class. We give the students freedom to create something they want.]

Question 7 : *Bagaimana cara Ibu mengkreasikan setiap aktivitas di kelas agar dapat menunjang kemampuan anak berbicara Bahasa Inggris?*

[How do you design each activity in the classroom that can develop student talk time?]

Answer : *Lebih banyak interaksi sih yang kami lakukan saat ini yah… agar lebih tidak merasa asing dengan Bahasa Inggris. Terutama untuk anak-anak yang di rumahnya tidak terbiasa menggunakan Bahasa Inggris.*

[We do more interaction so the students will not feel strange with English. Especially, for those who are not used to use English.]

Question 8 : *Media apa saja yang biasa Ibu gunakan dalam membantu anak belajar berbicara Bahasa Inggris?*

[What kind of media do you often use to help children to talk?]

Answer : *Kalo pada saat online ini…bisa itu gambar, bisa itu… tergantung dari tema yang dari kita usung ini apa ya… paling kalo untuk material, kami mengirim material material room time itu berupa print-printan yang mirip dengan materi Montessori yang kami gunakan. Seperti realia tapi berupa print-printan.*

[It can be picture… it depends on the given theme. For materials used in the room time, we send them printed materials of Montessori we use to use in the class. It is kind of realia but the printed one.]

Question 9 : *Apakah upaya-upaya tersebut cukup efektif bu dalam melatih kemampuan berbicara anak?*

[Are those strategies effective in helping the children to talk?]

Answer : *Emmm, kalau yang kami lakukan itu tidak akan efektif … tanpa bantuan dari orangtua.*

[It will be effective by the help of parents.]

Question 10 : *Apakah siswa dapat merespon pertanyaan dengan baik? Bagaimana respon mereka saat diajak berkomunikasi menggunakan Bahasa Inggris?*

[Do the children respond to the question in a good way? How is the child's response when asked to communicate in English?]

Answer : *Untuk sebagian besar anak sih rata-rata emmm, bisa berkomunikasi dengan baik yah, walaupun mungkin emmm, untuk anak-anak yang tidak biasa menggunakan Bahasa Inggris, mereka akan menjawab menggunakan Bahasa Indonesia. Tapi, pada saat kami berbicara menggunakan Bahasa Inggris, mereka paham.*

[Mostly, they can communicate well even though for some students who are not used to it, they will use Bahasa but overall, they understand what we say in English.]

APPENDIX 6

FOCUS GROUP DISCUSSION DATA TRANSCRIPTION

Probe Question

1. *Kesulitan apa saja yang Ibu temui selama mengajarkan* spoken language *kepada anak?*
   [What are the difficulties faced when teaching spoken language to children?]

Respondent #1

Answer:

Emm, kesulitannya paling kalo anak-anaknya itu belum tau sama sekali… jadi kadang kita harus ngejelasinnya berkali-kali atau kita translate*, cuma cukup repot ya.*

[Emm, the difficulty is when the children have no idea about the language so, we have to explain it many times or translate the language. It is quite complex.]

Respondent #3

Answer:

*Pastinya, dari awal emm… tentang pemahaman mereka ya, karena belum terbiasa menggunakan Bahasa Inggris emm, jadi pemahaman mereka sendiri di awal pastinya belum ada jadi, apa yang kita sampaikan terkadang emm, sering tidak tersampaikan kepada anak, sehingga anak itu cenderung diam dan bahkan kesulitannya lagi, karena diamnya itu emm, dia jadi tidak tau harus jawab apa atau melanjutkan apa, misalnya kaya "*have you eat?*", kaya gitu. Kalau kita tidak menggunakan* gesture*, dengan bantuan bantuan yang lain atau misalnya dengan emm, tadi kan gesture atau foto atau lagu misalnya, itu anak tidak… em belum bisa mengungkapkan jawaban atau pendapat, seperti itu. Itu sih salah satu… dan yang paling awal kita rasakan kesulitan mengajar Bahasa Inggris.*

[Of course, their understanding towards the language. Since they have not used to use English emm, so they could not understand the language and sometimes they did not get what we meant. Therefore, they keep quiet because they do not how to answer the question in English. If we do not use gesture, picture, and song, they cannot give responses. That's one of the difficulties.]

Respondent #4

Answer:

Kesulitannya itu kalo anak sama sekali ngga ngerti, karena di rumahnya ga biasa pake Bahasa Inggris. Itu sih biasanya kesulitannya. Karena kan dia jarang denger gitu ya, jadinya kaya em, kadang kalo kita ngomong apa dia diem aja, gangerti gitu.

[The difficulty is when the students do not understand what it is at all due to rarely using English in daily. That's it. Since they rarely listen to it, when we speak English they do not understand what it is.]

2. *Bagaimana pendapat Ibu mengenai perencanaaan* teaching strategy *dalam mengatasi permasalahan tersebut? Apakah hal ini perlu dipertimbangkan?*
   [How is your opinion towards planning a teaching strategy to solve the problem? Does it have to be considered?]

Respondent #1

Answer:

Perlu, karena kebutuhan masing-masing anak kan berbeda… dan disini kita ngga menyamaratakan semua anak. Kadang tuh salah satu teaching strategy *nya tuh dituangkan kedalam* lesson plan. Lesson plan 1 *anak dan anak yang lain itu beda beda.*

[It is needed, since the needs of each student is different. We do not make them equal. Sometimes the teaching strategy is put on the lesson plan and the lesson plan of each student is different.]

Respondent #3

Answer:

Perlu, dilihat lagi dari anaknya.

[It is needed, it depends the student.]

Respondent #4

Answer:

Iya, perlu. Karena kan tiap anak beda-beda juga yah.

[Yes, it is needed. Because each child is different ya.]

Question 1 : *Bagaimana cara Ibu melatih anak agar dapat terbiasa berbahasa Inggris?*

[How do you train the children to be used to speaking English?]

Respondent #1

Answer:

Caranya ya mengulang kata-kata baru per berapa hari gitu, terus kita ngomong Bahasa Inggris sambil kita ada body language *nya. Jadi anak-anak juga ngerti, kadang ada anak-anak tuh yang cuma bisa nangkep pake* body language. *selain secara omongan, kita juga pake gerakan. Mau anaknya ngerti atau ngga, ya dilatih dengan percakapan itu.*

[Repeating the words every day and we speak English by using body language so the students can understand what it is since they see the body language. Sometimes they only get the meaning when we use the body language. In addition, we also use movement. Whether they get it or not, we train them through the conversation.]

Respondent #3

Answer:

Betul, jadi emm adanya pembiasaan terkait dari pengulangan em, misalkan conversation *yang… sudah biasa dilakukan misalnya "*Good morning, how are you?*" gitukan, setiap hari di ulang-ulang sehingga mereka sendiri sudah memahami oh* good morning *itu apa,* how are you *itu apa.. kemudian dari percakapan tersebut bukan hanya kata-kata baru…tapi juga kata-kata yang ada di sekitar mereka yang mana mereka juga terbiasa dengan kata-kata tersebut. Emmm, yang umum, kata-kata yang sering mereka gunakan, jadi mereka juga tidak hanya terbiasa mendengar tapi saat melakukannya jadi mengingat tentang Bahasa Inggrisnya ini iniloh.*

[That's true. We do repetition and conversation, like "Good morning, how are you?" if they are repeated every day, the students will naturally understand it. Then, they do not only get the new words since we also use common words they have been familiar with. Emmm, the words they use to use for daily conversation so, they do not only listen and but also when they practice it; they know what words to use.]

Respondent #4

Answer:

Pastinya dengan pengulangan yah, itusih. Ya karena kan kalo misalkan jarang… gitu yah, jarang diulang ulang ya gaakan itu juga, gitusih.

[Of course, by doing repetition. If we do not repeat it, they will not be trained.]

Question 2 : *Bagaimana Ibu melatih kemampuan* partner working *anak untuk dalam upaya melatih anak berbahasa Inggris?*

[How do you train the collaborative skill of the children to work with a partner in the way to train them to speak English?]

Respondent #1

Answer:

Ya selama kegiatan online *sih kita ada kegiatan* group time. *Biasanya satu kali seminggu atau dua kali seminggu.. yaudah paling* team working *nya mereka ya antar anak dan* parent *atau pendamping.*

[Ya we have a group time activity during this online learning. Mostly, twice a week. Their teamwork is between the student and parent.]

Respondent #3

Answer:

Kalau di kelas online *sebenernya kebanyakan kita meminta anak untuk bekerja sendiri ya… karena ini kan penilaiannya terhadap anak. Tapi ketika memang diminta apa ya, ada kegiatan, hal-hal yang memang harus dilakukan oleh orang dewasa seperti* art and craft *itu kegiatan menggunting atau melipat yang terlalu rumit itu anak bisa meminta, mengkomunikasikannya dengan orangtua untuk membantu anak, itusih belum.. kegiatan yang kompleks yang melibatkan orang tua itu sih belum.*

[Actually, in online classes we ask them to work individually since the assessment is for themselves. However, when there are things to do like what is done in art and craft for instance cutting or folding, they are allowed to ask for help from parents. That's it. Overall, the partner work has not done effectively.]

Respondent #4

Answer:

Kalo selama online *ini sih yang pasti antar anak sama orangtua yah. Karena kan kegiatan yang kita lakukan juga itu biasanya juga butuh bantuan dari pendampingnya di rumah. Biasanya di kegiatan* group time *itu kaya misalkan menggunting… atau mengikat.*

[The partner work is for sure between kids and parents during this online learning ya. Since the activity done needs a help from the parent at home. Mostly for activities in a group time such as cutting or bundling.]

Question 3 : *Bagaimana cara Ibu memberikan kesempatan kepada anak untuk dapat berinteraksi dengan anak lainnya dalam upaya melatih anak berbahasa Inggris?*

[How do you give opportunities to the children to interact with another children in the way to train them speak English?]

Respondent #1

Answer:

Jadi disaat dua hari itu yang kita kelas bareng bareng itukan biasanya kita ada waktu di awal 10-15 menit buat ngumpul satu kelas. Itu biasanya kita himbau mereka boleh loh nyapa temannya, boleh loh nanya kabar, gitu. Dan mereka sih biasanya kalo udah di Zoom ya gitu langsung nyapa-nyapaan. Terus nanti di akhir kalo misalkan ada waktu kita ngasih anak-anak untuk show and tell. *Jadi mereka cerita tentang keseharian mereka.*

[So, in *kelas bersama*, mostly we have 10-15 minutes at the beginning of the class for the students to greet and chat with their friends. Mostly, they will directly greet their friends throughout the *Zoom* meeting. At the end of the class, if we still have time, we will give them time to show and tell so they can talk about their own routine.]

Respondent #3

Answer:

Biasanya kita melakukan group time*, sebelum memulai kelas dilakukan* spare time *10 menit kira-kira untuk mereka menyapa satu sama lain, meskipun awal-awal*

belum menggunakan Bahasa Inggris, tapi kita remind *mereka "*this is an English class*" misalkan kaya gitu. Atau emm, kita yang mempraktekan "*say hi, good morning*" mereka nanti ikuti.. mereka mengucapkan juga kepada anak-anak lainnya.. jadi memang di awal-awal kita harus emm, nge-*trigger *ya.. pake Bahasa Inggrisnya kepada mereka… di akhir juga… ga cuman di awal dan di akhir ya, di tengah tengah juga biasanya ketika ada sesuatu yang menarik perhatiannya mereka kadang mereka pun ngomong gitu. Dari situlah dibentuk koneksi setiap anak ketika ada ketertarikan satu sama lain… mereka akan komunikasi dan tanya tentang hal yang membuat mereka tertarik.*

[We usually do a group time. Before starting the class, we give them 10 minutes spare time for them to greet each other. Even though at first they do not use English, but we always remind them "This is an English class" or we give them example "Say hi, good morning" they will follow it and speak English to friends. So, they must be encouraged with something they like or they find it interesting to trigger them to speak. From this one, the connection of each children is built since there is attraction; they will start to communicate and ask about the things they like.]

Respondent #4

Answer:

Untuk sekarang ini pada saat group time *itu biasanya kami kasih kesempatan untuk sebelum memulai sama nanti setelah emm.. kegiatannya selesai. Jadi kita kasih anak buat* show and tell*, buat cerita… buat kalo mau nanya juga sama temennya. Biasanya saat mereka memperlihatkan sesuatu… biasanya nanti juga ada yang memperlihatkan.. jadi ada komunikasi antar mereka nya.*

[In the group time, we give them an opportunity to start a conversation with others before the class and after the class. We give them time to show and tell to their friends; to tell about their own and usually they show their things and others will follow so, there is communication between them.]

Question 4 : *Bagaimana cara Ibu meningkatkan kemampuan berbahasa Inggris anak dan kemampuan imajinasi mereka?*

[How do you develop the students' speaking skill and their imaginative skill?]

Respondent #1

Answer:

Emm, hampir sama sih, jadi dari introduction *nya guru-guru atau dari video yang kita kasih.. nanti kalo baru menurut mereka kan pasti banyak nanya kan, nanti kita jelasin dibantu dengan* drawing*, nah nanti kita bisa mancing nih misalkan kaya tadi, flora dan fauna terus nanti kita minta gambar di* drawing journal *nya, terus nanti certain deh ke kita… jadi kan mereka tuh bisa berimajinasi dengan gambarnya sama ceritanya.*

[Emm, it is almost same, from the introduction of the teachers or from the video we give them to watch. If they think it is a new thing for them, they will get curious and ask a lot, after that we explain it through the drawing. We ask them to draw something on their journal after that they tell us what the drawing is. So, they can develop their imagination throughout their drawing and story.]

Respondent #3

Answer:

Biasanya sih emm, kita tampilkan video kali yah. Kalo misalkan kita sedang membahas misalnya temanya hari ini adalah… flora dan fauna misalnya, kemudian pastinya "apasih flora dan fauna?" anak pasti kaya gitu kan emm, di awal itu kita introduce *dulu apa yang akan kita lakukan aktivitasnya kemudian kita pasti biasanya menampilkan video tentang tema di hari itu. Jadi anak-anak mulai kebayang, dan dari video itu tidak hanya tentang imajinasi atau gambar tentang tema di hari itu tapi juga tentang kosakata atau adanya tambahan* vocab *untuk anak tersebut. Jadi… dari video atau dari* introduction *nya guru itu diharapkan bisa meningkatkan imajinasi dan juga* vocabulary *nya anak.*

[Mostly we show a video. Let's say if we are discussing about flora and fauna, then "What are flora and fauna?" children must be questioning that question. At the beginning we introduce the activity that will be done, then we watch a video of that day's topic. So, the students will not only imagine what it is but also get the new vocabulary from the video.]

Respondent #4

Answer:

Sama sih kegiatannya, karena… metode kita kan emang emm, bebasin anak yah, kaya misalkan melakukan apa gitu kan. Jadi kita membiarkan anak untuk berkembang.

[The activity is the same. Basically, our method is giving the students freedom to do something. So, we let them grow.]

Follow up : *Bagaimana pendapat Ibu mengenai kegiatan role-play untuk meningkatkan kedua hal tersebut? Apakah kegiatan role-play juga diaplikasikan di dalam kelas?*

[How is your opinion towards a role play to develop those of two cited skills above?]

Respondent #1

Answer:

Untuk saat online *sih kita belum bisa melakukannya sih, karena kita belum nemu cara dan waktu yang tepat, Cuma pada saat* offline*, kita pernah beberapa kali menerapkan sama anak-anak, dan itu sih cukup menarik sih buat mereka. Sangat meningkatkan kemampuan anak sih dalam berkomunikasi. Mereka sangat* excited *sih memerankan peran baru.. Jadi dari kostum pun mereka* all out *terus yang kaya mendalami banget perannya sih.*

[We cannot do the role play during this online learning since we have not found the right way and time to do it. However, when the class was offline, sometimes we played a role with the students and they found it interesting. Moreover, it also develops their communicative skill. They were so excited playing the role. It could be seen from how they dressed up; they were all out.]

Respondent #3

Answer:

Aku kan baru ngajar pada saat online *ini, jadi kegiatan* role-play *itu agak susah dilakukan.*

[I just started teaching since this pandemic so, the role play activity is quite hard to do.]

Respondent #4

Answer:

Kalo role play *itu pernah waktu* online *itu pernah kita lakukan ya, jadi kita tuh pura-puranya kita kaya jalan-jalan ke pantai… jadi kita* pretend play.

[We have done role play during this online learning. We played pretend play with the students as we were going to the beach throughout online.]

Question 5 : *Media apa saja yang Ibu gunakan dalam membantu mengajarkan anak berbahasa Inggris?*

[What are mediums you use in assisting the children in speaking English?]

Respondent #1

Answer:

Medianya ya paling kita pakai video, worksheet, *udah sih itu aja.*

[The medium we use such as: video, worksheet, that's all.]

Respondent #3

Answer:

Kalo untuk saat ini.. betul kita menggunakan video, worksheet, *lagu, ada juga* flashcard *yang mungkin bisa dipegang sama anak-anak. Kemudian ada juga misalkan menggunakan papan* board *atau misalnya karton besar diisi dengan huruf-huruf… kita minta anak cari* sound letters, *nanti ada stikernya, kemudian di tempel. Kegiatan interaktif gitu sih misalnya yang sering kita gunakan. Bisa juga pakai* powerpoint *yah dengan interaktif* picture.

[For now, we use video, worksheet, song, and flashcard that may be touched by the students. There is also board that filled with alphabets; we ask the students to find the sound letters in the board and stick it. We often use interactive activity and also interactive pictures presented in power point.]

Respondent #4

Answer:

Sama sih, paling tambahannya karena kita kan Montessori, karena hands on *ya berarti… kaya kita kasih anak* sandpaper letter *gitu.*

[Overall, it is the same. Moreover, since Montessori is hands on learning, we add sandpaper letter.]

Question 6 : *Dari sekian upaya yang dilakukan, manakah yang paling efektif dalam membantu anak fasih berbahasa Inggris?*

[From the above strategies, which one is the most effective in assisting the children in speaking English fluently?]

Respondent #1

Answer:

Ya… lagu dan video sih, karena kan dari lagu dan video baru itu kadang memancing anak untuk bertanya… itu akan terjadi komunikasi dengan Bahasa Inggris juga dong… melatih skill *mereka juga. Untuk menarik perhatian mereka untuk ngomong ya dengan video dan lagu, Video dan lagu tuh sangat interaktif buat mereka.*

[Yes, song and video. Since song can encourage the students to ask question so there will also be a communication in English. Further, it also trains their skill. The way to make the students interested in learning is by using song and video.]

Respondent #3

Answer:

Kalo yang paling efektif sih sebenernya lagu yah, karena lagu itu kan menempel banget sama anak-anak.. dan juga mereka pun bisa mendengarkan itu berkali-kali… kemudian saat mendengar mereka juga mendengar bahasa yang baru… dan juga bisa diucapkan sama anak-anak tersebut.

[The most effective is song since it clings to children's mind. In addition, they can also listen to the song many times while listening to a new language and speaking it.]

Respondent #4

Answer:

Selama online *ini… video dan lagu sih ya kalo menurut aku.*

[I think, during this online learning is by using video and song.]

APPENDIX 7

SURAT PERNYATAAN KEABSAHAN DATA

Respondent #1

Yang bertanda tangan di bawah ini:

Nama Responden: Respondent #1

Dengan ini menyatakan bahwa informasi yang disampaikan dalam *interview* dan *focus group discussion* ini adalah benar. Demikian surat pernyataan kebenaran dan keabsahan data ini dibuat dengan sebenar-benarnya dan untuk digunakan sebagaimana mestinya.

Bogor, Maret 2021

Respondent #1

Respondent #2

Yang bertanda tangan di bawah ini:

Nama Responden: Respondent #2

Dengan ini menyatakan bahwa informasi yang disampaikan dalam *interview* dan *focus group discussion* ini adalah benar. Demikian surat pernyataan kebenaran dan keabsahan data ini dibuat dengan sebenar-benarnya dan untuk digunakan sebagaimana mestinya.

Bogor, Maret 2021

Respondent #2

Respondent #3

Yang bertanda tangan di bawah ini:

Nama Responden: Respondent #3

Dengan ini menyatakan bahwa informasi yang disampaikan dalam *interview* dan *focus group discussion* ini adalah benar. Demikian surat pernyataan kebenaran dan keabsahan data ini dibuat dengan sebenar-benarnya dan untuk digunakan sebagaimana mestinya.

Bogor, Maret 2021

Respondent #3

Respondent #4

Yang bertanda tangan di bawah ini:

Nama Responden: Respondent #4

Dengan ini menyatakan bahwa informasi yang disampaikan dalam *interview* dan *focus group discussion* ini adalah benar. Demikian surat pernyataan kebenaran dan keabsahan data ini dibuat dengan sebenar-benarnya dan untuk digunakan sebagaimana mestinya.

Bogor, Maret 2021

Respondent #4

APPENDIX 8

SURAT IZIN PENELITIAN

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8373608 Bogor

Nomor : 2508/WADEK I/FKIP/I/2021 08 Januari 2021
Perihal : Izin Penelitian

Yth. Kepala Sekolah Cita Harmoni
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama	: Intan Febyawati
NPM	: 031116048
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Semester	: Akhir | Sembilan

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 11 Januari s.d. 26 Februari 2021 mengenai: TEACHERS' STRATEGIES IN TEACHING SPOKEN LANGUAGE TO YOUNG LEARNERS AT CITA HARMONI MONTESSORI SCHOOL

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik,

Sandi Budiana, M.Pd.
NIK : 11006025469

APPENDIX 9

SURAT PERNYATAAN TELAH MELAKUKAN PENELITIAN

Cita Harmoni

Cita Harmoni
Kelompok Bermain - Taman Kanak Kanak
Jl. Pelita Jaya 3 No. 1 RT. 003 RW.008
Kedung Jaya, Tanah Sareal, Bogor 16164
0251 857 2253 / 0811 9999 644
cita.harmoni@gmail.com

No : 002/421.0-SCH/03/2021
Lampiran : 1
Perihal : **Surat Keterangan Telah Melakukan Penelitian**

Dengan ini menerangkan bahwa mahasiswa yang beridentitas:

Nama : Intan Febyawati
NPM : 031116048
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Universitas : Universitas Pakuan

Telah selesai melakukan penelitian dalam rangka penulisan skripsi yang berjudul: **Teachers Strategies in Teaching Spoken Language Young Learners.**

Demikian surat ini dibuat dengan sebenar benarnya agar dapat dipergunakan sebagaimana mestinya.

Bogor, 16 Maret 2021

Cita Harmoni

Anggiasthira Annisa
Kepala sekolah

APPENDIX 10

SURAT KEPUTUSAN PENGANGKATAN PEMBIMBING SKRIPSI

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan, Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 944/SK/D/FKIP/XI/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang :
1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nmor 35/KEP/REK/VIII/2020, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2020-2025 di Lingkungan Universitas Pakuan.

Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan :

Pertama : Mengangkat Saudara
1. Dr. Entis Sutisna, M.Pd.
2. Lungguh Hellra Vonti, M.Pd.

Sebagai pembimbing dari:

Nama	:	Irban Febyawati
NPM	:	031116048
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Judul Skripsi	:	TEACHERS' STRATEGIES IN TEACHING SPOKEN LANGUAGE TO YOUNG LEARNERS AT CITA HARMONI MONTESSORI SCHOOL

Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sepertunya.

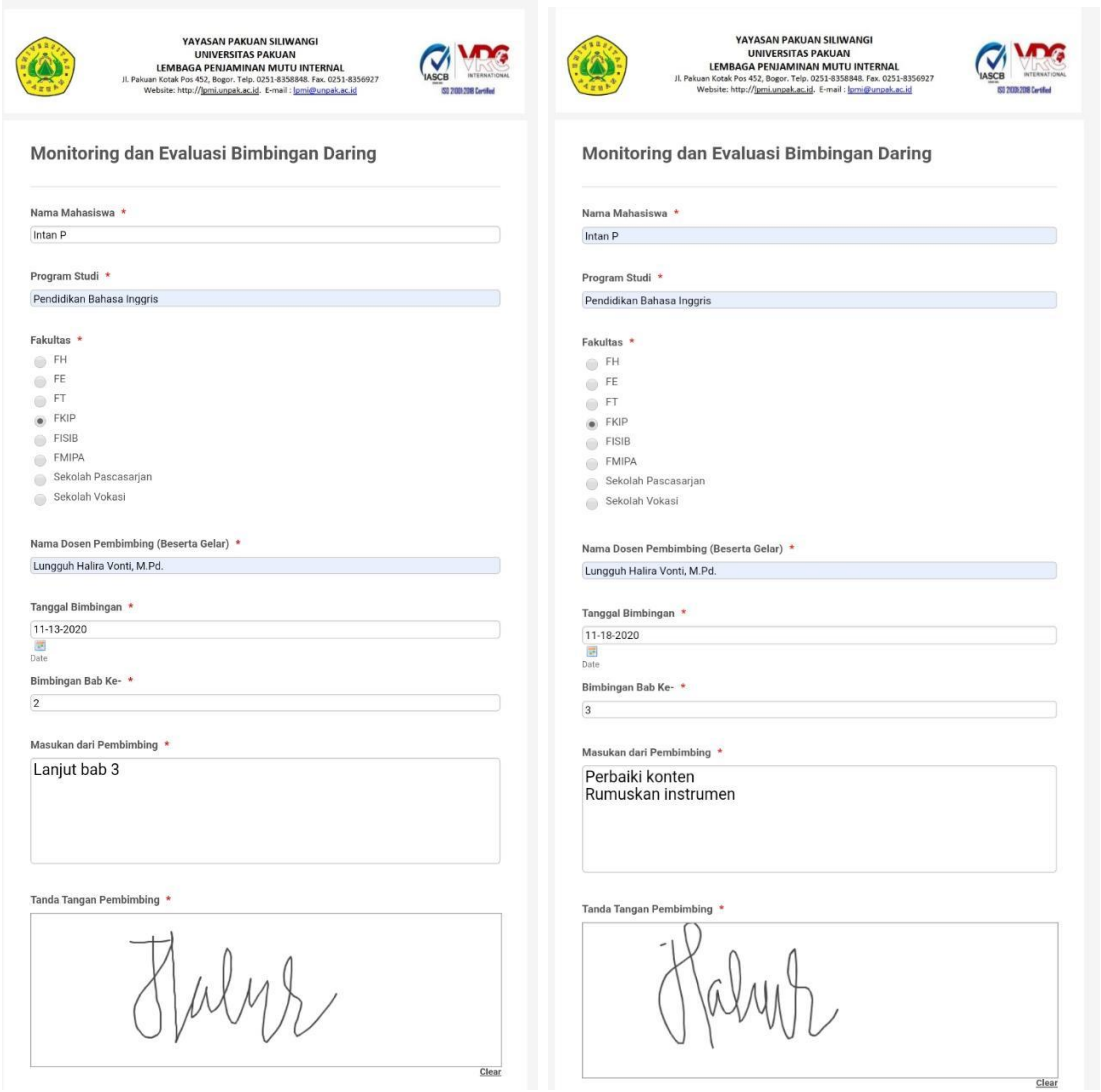
Ditetapkan di Bogor
Pada tanggal 20 November 2020
Dekan,

Dr. Entis Sutisna, M.Pd.
NIP : 1. 1101 033 404

Tembusan :
1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

APPENDIX 11

BERITA ACARA BIMBINGAN



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
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Jl. Pakuan Kotak Pos 452, Bogor. Telp. 0251-8358848. Fax. 0251-8356927
Website: http://lpmi.unpak.ac.id. E-mail : lpmi@unpak.ac.id

Monitoring dan Evaluasi Bimbingan Daring

Nama Mahasiswa *
Intan P

Program Studi *
Pendidikan Bahasa Inggris

Fakultas *
- FH
- FE
- FT
- FKIP
- FISIB
- FMIPA
- Sekolah Pascasarjan
- Sekolah Vokasi

Nama Dosen Pembimbing (Beserta Gelar) *
Lungguh Halira Vonti, M.Pd.

Tanggal Bimbingan *
11-13-2020
Date

Bimbingan Bab Ke- *
2

Masukan dari Pembimbing *
Lanjut bab 3

Tanda Tangan Pembimbing *
Clear

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Website: http://lpmi.unpak.ac.id. E-mail : lpmi@unpak.ac.id

Monitoring dan Evaluasi Bimbingan Daring

Nama Mahasiswa *
Intan P

Program Studi *
Pendidikan Bahasa Inggris

Fakultas *
- FH
- FE
- FT
- FKIP
- FISIB
- FMIPA
- Sekolah Pascasarjan
- Sekolah Vokasi

Nama Dosen Pembimbing (Beserta Gelar) *
Lungguh Halira Vonti, M.Pd.

Tanggal Bimbingan *
11-18-2020
Date

Bimbingan Bab Ke- *
3

Masukan dari Pembimbing *
Perbaiki konten
Rumuskan instrumen

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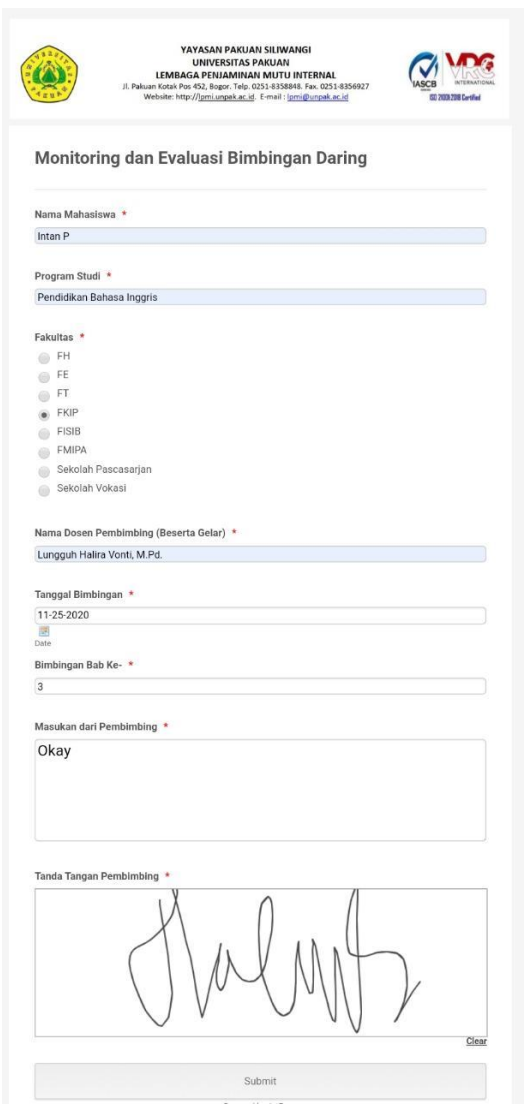

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
LEMBAGA PENJAMINAN MUTU INTERNAL
Jl. Pakuan Kotak Pos 452, Bogor. Telp. 0251-8358848. Fax. 0251-8356927
Website: http://lpmi.unpak.ac.id. E-mail : lpmi@unpak.ac.id

Monitoring dan Evaluasi Bimbingan Daring

Nama Mahasiswa *
Intan P

Program Studi *
Pendidikan Bahasa Inggris

Fakultas *
- FH
- FE
- FT
- FKIP
- FISIB
- FMIPA
- Sekolah Pascasarjan
- Sekolah Vokasi

Nama Dosen Pembimbing (Beserta Gelar) *
Lungguh Halira Vonti, M.Pd.

Tanggal Bimbingan *
11-25-2020
Date

Bimbingan Bab Ke- *
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Masukan dari Pembimbing *
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Tanda Tangan Pembimbing *
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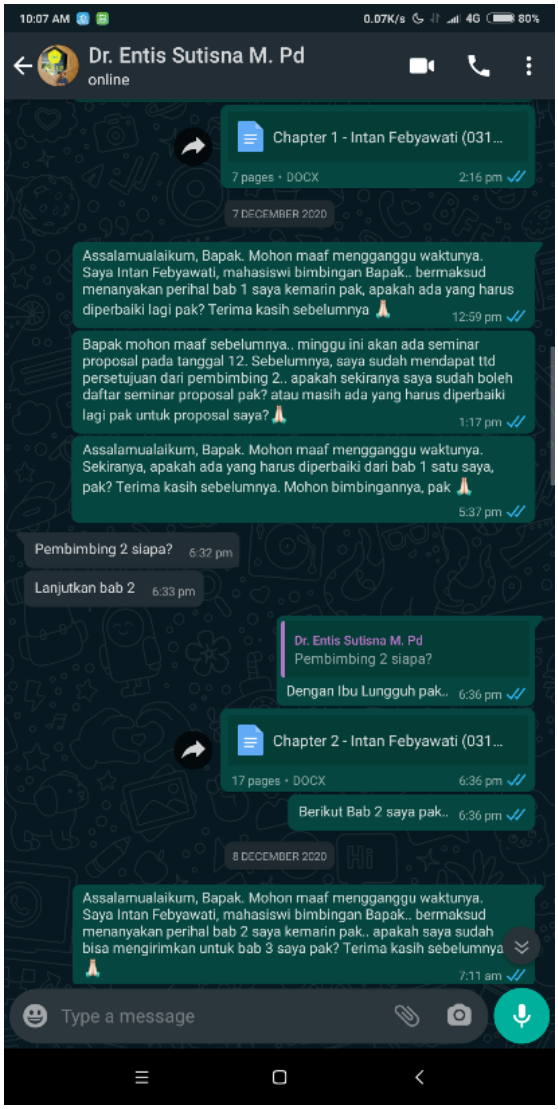

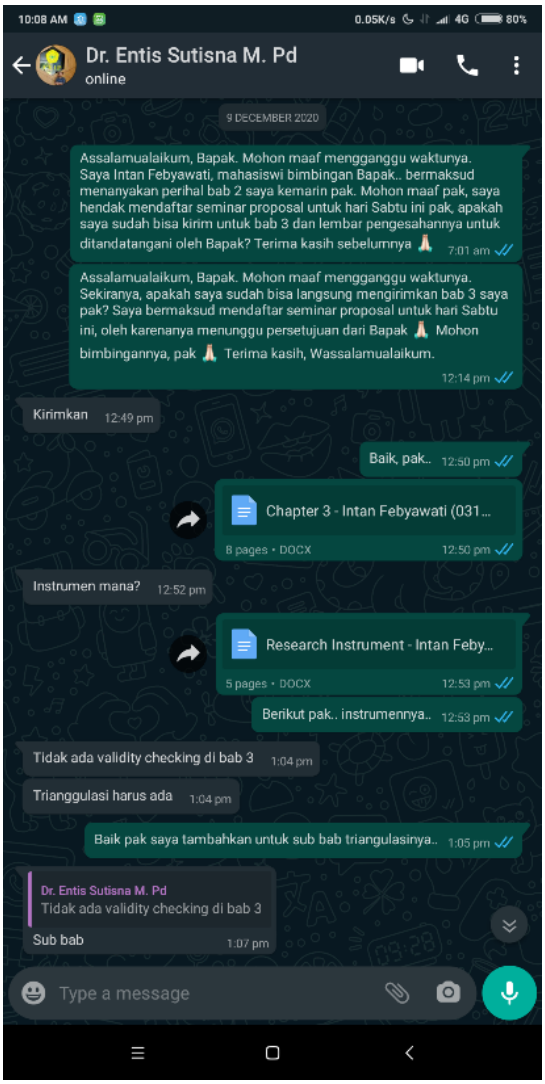
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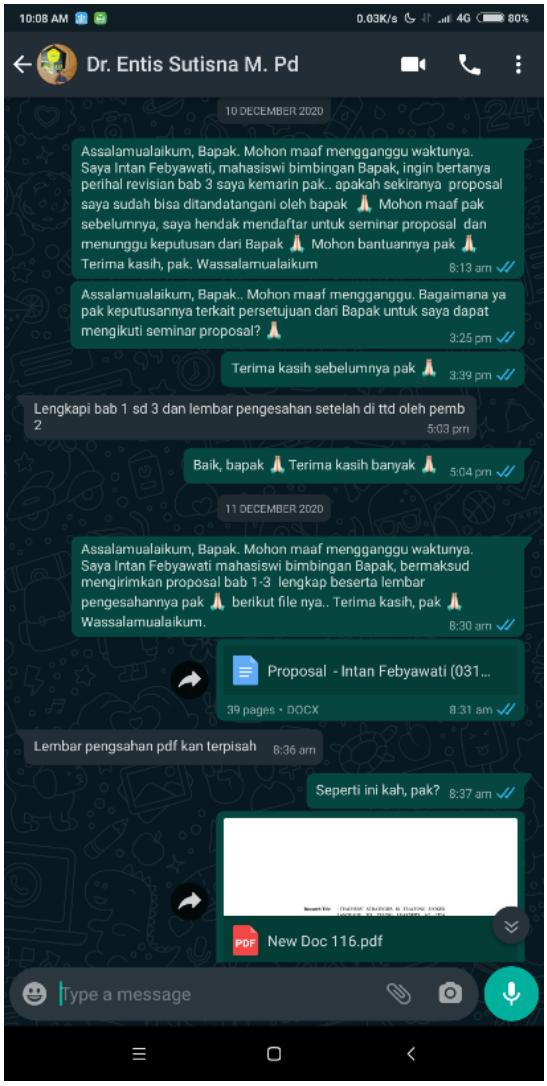
Dr. Entis Sutisna M. Pd
online
9 DECEMBER 2020
Assalamualaikum, Bapak. Mohon maaf mengganggu waktunya. Saya Intan Febyawati, mahasiswi bimbingan Bapak.. bermaksud menanyakan perihal bab 2 saya kemarin pak. Mohon maaf pak, saya hendak mendaftar seminar proposal untuk hari Sabtu ini pak, apakah saya sudah bisa kirim untuk bab 3 dan lembar pengesahannya untuk ditandatangani oleh Bapak? Terima kasih sebelumnya 🙏 7:01 am
Assalamualaikum, Bapak. Mohon maaf mengganggu waktunya. Sekiranya, apakah saya sudah bisa langsung mengirimkan bab 3 saya pak? Saya bermaksud mendaftar seminar proposal untuk hari Sabtu ini, oleh karenanya menunggu persetujuan dari Bapak 🙏 Mohon bimbingannya, pak 🙏 Terima kasih, Wassalamualaikum. 12:14 pm
Kirimkan 12:49 pm
Baik, pak.. 12:50 pm
Chapter 3 - Intan Febyawati (031...
8 pages • DOCX 12:50 pm
Instrumen mana? 12:52 pm
Research Instrument - Intan Feby...
5 pages • DOCX 12:53 pm
Berikut pak.. instrumennya.. 12:53 pm
Tidak ada validity checking di bab 3 1:04 pm
Trianggulasi harus ada 1:04 pm
Baik pak saya tambahkan untuk sub bab triangulasinya.. 1:05 pm
Dr. Entis Sutisna M. Pd
Tidak ada validity checking di bab 3
Sub bab 1:07 pm
Type a message


10:08 AM
0.03K/s
4G
80%
Dr. Entis Sutisna M. Pd
10 DECEMBER 2020
Assalamualaikum, Bapak. Mohon maaf mengganggu waktunya. Saya Intan Febyawati, mahasiswi bimbingan Bapak, ingin bertanya perihal revisian bab 3 saya kemarin pak.. apakah sekiranya proposal saya sudah bisa ditandatangani oleh bapak 🙏 Mohon maaf pak sebelumnya, saya hendak mendaftar untuk seminar proposal dan menunggu keputusan dari Bapak 🙏 Mohon bantuannya pak 🙏 Terima kasih, pak. Wassalamualaikum 8:13 am
Assalamualaikum, Bapak.. Mohon maaf mengganggu. Bagaimana ya pak keputusannya terkait persetujuan dari Bapak untuk saya dapat mengikuti seminar proposal? 🙏 3:25 pm
Terima kasih sebelumnya pak 🙏 3:39 pm
Lengkapi bab 1 sd 3 dan lembar pengesahan setelah di ttd oleh pemb 2 5:03 pm
Baik, bapak 🙏 Terima kasih banyak 🙏 5:04 pm
11 DECEMBER 2020
Assalamualaikum, Bapak. Mohon maaf mengganggu waktunya. Saya Intan Febyawati mahasiswi bimbingan Bapak, bermaksud mengirimkan proposal bab 1-3 lengkap beserta lembar pengesahannya pak 🙏 berikut file nya.. Terima kasih, pak 🙏 Wassalamualaikum. 8:30 am
Proposal - Intan Febyawati (031...
39 pages • DOCX 8:31 am
Lembar pengsahan pdf kan terpisah 8:36 am
Seperti ini kah, pak? 8:37 am
New Doc 116.pdf
Type a message

Date	Bab	Catatan Pembimbing	paraf
14-11-19	1	- Revise the margins setting of layout - Rearrange the Background of the Study - Abbreviate the explanation in the Reasons for Choosing the Topic	
05-12-19	1	- Omit inessential content in the Background of the Study - Rewrite two sentences in the Reasons for Choosing the Topic - Revise the format of numbering	
13-12-19	1	- Okey - Drop chapter 2	
13-11-20	2	- Okey - Drop chapter 3	
18-11-20	3	- Revise content - Formulate the research instrument	
25-11-20	3	- Okey - Drop the approval sheet	
12-3-21	4 5	- Revise the grammar - Fragment the sentence	
17-3-21	4 5	- Okey - Complete the requiremets for *Sidang Skripsi*	
2-12-20	1	- Okay - Drop chapter 2	
9-12-20	2 3	- Add a sub bab Validity Checking in chapter 3 - Drop the research instrument	
10-12-20	1-3	- Drop the approval sheet	

16-3-21	4 5	- Change the term of **indicator** to **aspect** - Change the use of tense in data description	
18-3-21	4-5	- Okay	