

AN ANALYSIS OF TEACHER'S COMMUNICATION TECHNIQUE IN TEACHING ENGLISH TO YOUNG LEARNERS

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ABSTRACT

This study aimed to reveal the teaching techniques that are used by the teacher in teaching English to Young Learners (TEYL) at SDN 3 Baruga Kendari. This study applied descriptive qualitative design. Subject of this study is the teacher of class 4A in SDN 3 Baruga. She was taken through purposive sampling technique. To obtain the data it used observation sheet and interview. The observation was conducted to identify the teaching techniques that were applied by the teacher in teaching EYL. The interview was enabling the writer to recheck the data of the process of classroom by looking at teachers' point of view. The result of the study indicated that the teacher used seven techniques namely listen and repeat, question and answer, listen and do, draw and color, brainstorming, pair work and group discussion. Those techniques were reliable to be applied in teaching EYL. Among those techniques the teacher mostly applied listen and repeat. This technique helped students to remember what they had learned easily and stimulated students' sense of listening. Considering the advantages of listen and repeat, it could be teacher's opinion to make effective the teaching and learning process in order to increase students' ability.

Keywords: *Teachers' Technique, Teaching EYL*

Introduction

In SDN 3 Baruga Kendari English begins to be taught to introduce the students on English skill. English is taught integrated in a thematic learning system. Thus, there are four skills and language complements which are taught simultaneously, including English. Based on the researcher observation, at the beginning of lesson the teacher writes the topic on the board and asks students to gather some words in Indonesian related to the topic. Then, the teacher tells the students the meaning of the words in English. After that, the teacher asks students to repeat that words. At the closing, the teacher invites students to

sing a song. In every single step learning activity, English was edged in those activities. As a result, the students could recognize name of the day, kinds of colors, numbers, animals, and etc. SDN 3 Baruga seemed had its own ways in teaching English to the students. Therefore, the researcher interest to know the English Teaching at the school.

Considering this case, in this study the researcher has chosen to investigate Teachers' Technique in Teaching English for Young Learners (TEYL) at the fourth grade of SDN 3 Baruga, Kendari under the title "An Analysis of Teachers' Technique in Teaching

English for Young Learners. Based on condition, there are many students have to teach because they increase in number every year. Most of them composite to serve best technique or ways in teaching English for students.

The research questions of this study are:

- What techniques does the teacher apply in teaching English for young learners?

Theoretical Framework

Technique of Teaching English to Young Tearners (TEYL)

There are a various number of techniques for teaching English to Young Learners (TEYL) that are proposed by expert in English to Young Learners (EYL) teaching and learning. In this section, the researcher only presences 15 technique of TEYL (Suyanto, 2008).

1. Listen and repeat

Listen and repeat is good technique to apply in language learning process. Suyanto (2008) states that in this technique, the teacher says simple sentences and the students just listen what the teacher says. The teacher says the simple sentences again and students are asked to repeat what the teacher says. Listen and repeat activity can be started by asking students to imitate how to pronounce the words, how to say pronounce

the phrase and then imitate the simple sentences.

Listen and repeat was reliable for young learners in beginning level as Moon (2000) said that children had learning preferences as the way they learned foreign language, so they need to be simulated and doing some activities repeatedly.

Furthermore, Ostroff, (2013) explained that voice and repetition could make the children remember what they were learning easily.

2. Draw and color

For EYL , draw and color activity is drawing and coloring activity after they recognize some new language such as things in the classroom, color, or names of fruits (Suyanto, 2008). For example, mango, banana, chair, and green. Picture that is given to the students is what students like or have because the aims of foreign language learning to young learners are the children commonly feel confidence and capable to learn foreign language, they provide conductive learning areas, entertaining, attractive, and educative, and they are able to create themselves as foreign language learners for long term

3. Substitution

In applying this technique, the teacher removes one of the parts of a simple sentence

and asks students to change with the other words (Suyanto, 2008). This technique can be used in teaching listening, speaking, grammar and vocabulary. The teacher can also use media such as flash cards, flip cards, poster or real. One of the important things that have to be concerned by the teacher in applying substitution techniques is the teacher has to use simple sentences form and says it clearly.

4. Listen and Do

In doing listen and do activity, the teacher says such as a simple sentences or phrase or short instruction, the students listen carefully to their teacher and do what the teacher says, this like giving response on teacher's words by doing what the teacher says.

This activity is the application of one of English teaching methods which commonly known as TPR (Total Physical Response). The teacher trains the students to understand his/her instruction and the students shows their understand by doing what the teacher says correctly although the students did not understand the meaning word to word as Harmer, (2001) emphasized that children will response any meaning although they do not understand the words comprehensively. So, in teaching English to

young learners, the language learner did not only give them theory, but also the action.

5. Question and Answer

Question and answer is the most popular technique in any classroom. In daily life, giving question in the common activity, including getting the answer of that question, Mustafa (2007) stated that children's understanding and appreciation toward language and culture will grow up if they learn foreign language on early age. For the basic level of this technique, the teacher gives the question and also gives the example of the answer of his/ her question. Then, the students imitate what the teacher does. Next, the teacher provides another question and asks students to answer the question.

6. Listen and Identify

The teacher can train students to identify two words that have similar sounds with interesting way. For example, to differentiate "minimal pairs" for vowel sound and particular consonant, the teacher can use this following way to identify the similar sound.

Vowel:

Eat it

Pen pan

The teacher pronounces "eat", the students identify "it", if the teacher pronounces it, so the students mention. This

can be done repeatedly in order to get students used to differentiate two similar vowel sounds.

7. See differences

This technique helps students to do an observation to find out the similarities and differences between two things or pictures. This activity trains students' carefulness in analyzing something. This is very fun for young learners. Furthermore to make sure students' understanding about their activities, students are asked to write their discovery. This activity is better if it is done in pairs or small group because the students can help one another.

8. Pair work

Pair work is good for YL in learning foreign language because it can help students to interact and communicate one to another. It can simulate students to communicate to their pairs and appreciate people's opinion. Dividing students into group and pairs was good for children because they will learn through relationship with other people (Ostoff, 2013). Harmer (2007) explained that in pair work, students could practice language together, study a text, research language or take part in information – gap activities. He added that pair works ad benefit for children in learning because it allowed students to work and interact independently

without the necessary guidance of the teacher.

9. Group discussion

The benefits of this technique are to train students to appreciate their friends' thought, to get students hearing people's opinion and also to help students telling their ideas to their groups. Group work was a good way to engage students in social interaction with friends because personal relationship was less problematic (Harmer, 2007). Vygotsky in Ostoff (2013) explained that the children will learn as maximal as possible b collaborating with their upper colleague who had different ability because they will learn more from their friends and they would be motivated.

11. Questioning and inquiry

Questioning is done by the teacher to push, to guide, and to asses' students' understanding. Questioning is also done by the students to get information when they do inquiry activity. Children always ask frequently about anything if they want to know more about something. Inquiry is begun with observation activity then asking and analyzing to procedure the conclusion. These can be done by the students individually or in grouping. For EYL class,

topic and objective of the lesson can be simplified based on students' level.

12. Modeling and Demonstration

Modeling is the strategy to give examples to the students about how to do something, how to learn, and how to make something. If the teacher wants the students to do what she/he wants, so the teacher has to be able to show how the process of doing that. The teacher needs to do it by herself/himself clearly in order to make the activity easier to be done by the students.

Modeling in EYL class, especially in elementary School can be pronunciation drill. For instance, for consonant /th/, the teacher can demonstrate the pronunciation of word *three* and *thank* correctly.

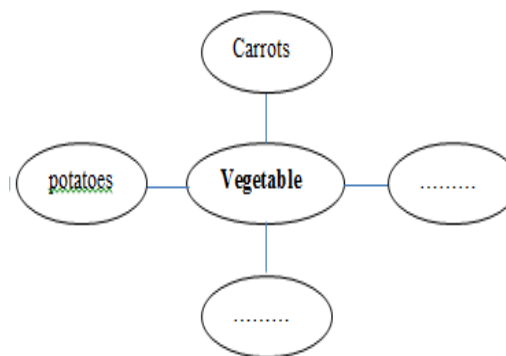
13. Concept Mapping

Concept Mapping routinely used to train students connecting particular concept or something that has already known to other concept. Besides that, it can be used to link something new to something that has already known. Concept mapping also can be used for:

- Helping teacher to activate the students.
- Helping students connect their new knowledge and their previous knowledge.
- Directing class discussion.
- Stimulating student to think critically and creatively.

- Enriching and developing students' vocabulary.

Moreover, students start to write the kinds of vegetable in mapping.



Picture1 Example of word mapping

14. Brainstorming

Brainstorming is one of the strategies of teaching to activate students before learning the lesson material. Brainstorming involves students in free- association listing of concepts or ideas or fact or feelings relevant to some topic or context (Brown, 2001). In line with this, Scivener, (2007) pointed out that brainstorming was the way to open students' mind. It was useful in some skills either macro or micro skills. It was also used to activate the students. The teacher, who applies brainstorming in her/ his class, will ask students to tell their opinion or mention the example as many as they can in short time. In this case, the students will be

braver in telling their ideas because the teacher will never say “wrong”.

15. Outdoor activity

Learning activity is not always done in the classroom, but also it can be done out of classroom. The students must be invited to go out of classroom to recognize them toward their environment. Outdoor activity can enrich students' vocabulary because there are some lessons materials that are not taught in the classroom yet, besides that, students can be sitting in groups to let them interact with other members of the groups. Before the teacher brings students going out of the classroom, it is important for teacher to give clear instruction, what should be done by the students.

METHODOLOGY OF RESEARCH

Design of the Study

The design of this research is descriptive qualitative. The design is to identify the teaching techniques that are applied by the teachers in teaching English for Young Learners.

Subject of the Study

To collect the data, the researcher use purposive sampling that intended to select participant. The subject of this research is the teacher at the fourth grade of SDN 3 Baruga

who teaches in class 4A and only one teacher. The reason from choosing this respondent was based on assumption that the teacher strongly care about the way they teach English in order to bring the students in good atmosphere and let them accept the learning material well.

Instrument of the Study

The researcher applies qualitative method together with classroom observation and interview to examine the result. In conducting the observation, the researcher used observation sheet adapted from Suyanto (2008). The researcher also supports the observation by using videotaping. Interview will be used to know what supporting information that will be relate to the research. In this study, the researcher use semi structured interview.

Technique of Data Collection

The data will be collected through several steps, they are follows:

The first, Researcher observes the teacher at class 4A at SDN 3 Baruga. Furthermore, the researcher asks a friend to record the process of teaching and learning. The Second, The interviewing processes of collecting data, the researcher interviewed teacher for about 10-15 minutes.

Technique of Data Analysis

After all data have corrected, these data analyzed using the following three major types of analysis in qualitative study. Miles and Huberman, (1994) define data analysis as “comprising three concurrent follows of activity: (1) Data Reduction, (2) Data display, and (3) conclusion drawing/ verification”

Data reduction is the direction that the data is simplified and cantered on the main point. The important data and relevant data will be determined in order to minimize the unnecessary data. This refers to the process whereby the mass of qualitative data you may obtain – interview transcripts, field notes, observations etc, is reduced and organized. As the project continued, further elements of data reduction would be occurred such in written summaries, coding, development of grounded themes, identification of analytic themes, consideration of relevant theoretical explanations, etc. This data-reduction and transformation process occurred throughout the span of the research.

Data display is the second step on data reduction. This involves creating an organized, compressed way of arranging data (such as through a diagrams, chart, matrix, or text). The display should help facilitate identifying themes, patterns, and connections that help to construct conclusion.

Conclusion/ drawing/ verification in which also the process of answering the research problem. During this last step researcher revisited the data many times to verify, test, or confirmed the themes and patterns that have been identified. Hence, in this research the researcher used these three steps to analyze the data from observation and semi structure interview.

Triangulation of the Data

The researcher employs the triangulation to strengthen the types of collect the data. The triangulation technique will be done by checking the data of the same source with different techniques. The data that will be gathered through classroom observation and then will be checked through interview and observation sheet will be used to gain access to teachers' notion of what the teacher had already develop in the class. In this case, in the process of interview the researcher focus on deepening the collect the data from classroom observation.

DISCUSSION

Finding

- ***Techniques that the teacher apply when teaching English to young learners.***

Based on the result of classroom observation that the researcher did for five meetings, the activities of the seven techniques that the teacher did were discussed in details below.

1. Listen and Repeat

Listen and repeat was around 37%. It had seven components; reading a short story, pronouncing a certain word, asking students to repeat that phrase, pronouncing a simple sentence, and asking students to repeat that simple sentence six of seven components of listen and repeat were done by the teacher and students, reading a short story were done by the teacher.

2. Question and Answer

The second technique that was applied by the teacher was question and answer that was around 26%. It had five components namely giving a simple question, giving the example of the answer, asking students to repeat the answer, giving question to the students with known question words and asking the students to answer the question.

3. Listen and Do

The third technique that was applied by the teacher was listen and do was around 23%. It had three components namely giving short instruction, asking student's to listen

carefully the teacher's instruction and follow that instruction.

4. Draw and Color

The fourth technique was draw and color around 7%. This technique had three components namely giving the pictures to the students, giving short and clear instruction to the students to draw the picture, and apply the color on to the drawing.

5. Brainstorming

During five meetings, brainstorming was done around 3%. This technique had three components; they were asking students to give their ideas about certain topic, collecting and writing all students' answer on the whiteboard and choosing the best answer that related to the topic.

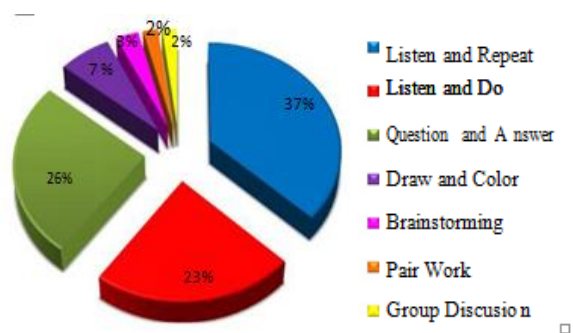
6. Pair Work

Pair work was done by the teacher just around 2%. During five meetings, pair works was only done twice. Pair work was done in the third and fourth meeting. The teacher put students in pairs when they were asked to pronounce greeting in Indonesia and English in the classroom. And the teacher asks the students to practice dialogue with their pairs in front of the class.

7. Group Discussion

Group discussion was done by teacher just around 25% during five meetings; group discussion was only done

twice. Group discussion was done in the third and fourth meeting. The teacher divided the students into group of three to memorize and pronounce greetings in Indonesian and English.



Picture 2 Techniques used in TEYL

The diagram shows up seven techniques that the teacher did in TEYL class. The most technique used in EYL was listen and repeat (37%). Next was question and answer around 26%. Listen and do came third with 23% used during the lesson. The next technique was draw and color around 7%. Moreover, brainstorming was 3% used in the class. And the last were pair work and group discussion with only around 2%.

Discussion

Based on the result of classroom observation that the writer did during five meetings, the teacher did 7 techniques in TEYL namely listen and repeat, question and answer, listen and do, draw and color,

brainstorming, pair work and group discussion. The components of listen and repeat was dominant came out in every meeting of learning and teaching process. Pronouncing words, phrases and simple sentences and asking students to repeat those words or phrases and sentences were done in every meeting either in doing routine activities or other learning activities.

Children had learning preference as the way they learned foreign language, so they need to be stimulated using some activities repeatedly (Moon, 2000). This was strengthened by Caner, (2010) that language learned needed to supply many opportunities for repetition and extended practice in order to develop students' learning capacity.

Question and answer that had 5 components was done in every meeting. However in the first, third, fourth and fifth meeting, the teacher only did three components of question and answer. In the second meeting, all components of question and answer were done. The teacher said that greeting and asking the students about their condition in English could get them used to hear the way of greeting someone by using English as foreign language that they were learning. Of course, it was totally different with their first language or their mother tongue. Indirectly, she said that the teacher

also taught the students a culture of the target language. Mustafa, (2007) stated that children's understanding and appreciation toward language and culture will grow up if they learn foreign language on early age. Moreover, the teacher used question and answer to ask students' condition or other thing was not only one way, but also with another which was by using pairs to practice. For example, the teacher invited the students to practice in front of the class. The teacher argued the reason she used pairs to practice because it was one of important thing that has to be appeared when teaching young learners. She also said that children were easy to lose their concentration, so, if they practice, it could be the media to get their attention again. Besides that, practice could be cheering the students up in learning. Duke and Moses in Hackman, (2008) also pointed to the effectiveness of raising word consciousness by playing with words through games, songs and humor, and encouraging children to recognize when they have encouraged new words and notice special characteristics of words. Applying question and answer technique was good to train students' interaction. Applying this technique gave students an opportunity to take a hand in the classroom because they did an interaction with their teacher in asking condition

(Haynes, 2010). From this technique the teacher could see how the students react someone else who asked them. This technique also taught the students how to answer some question properly although some of the students could answer the question. It may be because they less confidence. Based on observation that the researcher has done, some of the students could answer teacher's question and three were some students could not answer teacher's question. Because some of the students also could not answer teacher's question, it seemed the teacher needed to use question and answer technique more in learning teaching process.

Draw and color had three components namely giving the pictures to the students, giving short and clear instruction to the students to draw or connect the dash line on to the vignette and then apply some colors on it, Ur, (1996) stated that there were three sources of children's attention namely pictures, story, and games. This was found in the and third and fourth meeting. The teacher argued that drawing and coloring activities could help students to increase their creativity and the most important was increasing their psychomotor because it should be done in early age.

As the teacher said that the objective of giving chance to the students to draw and color while learning foreign language was help them increase their psychomotor and creativity. This line with expert's explanation, Schindler, (2006) reveal that the aims of foreign language learning to young learners are the children commonly feel confidence and capable to lean foreign language, they provide conducive learning area, entertaining, reactive and educative, and they are able to create themselves as foreign language learners for long term.

Based on the result of observation that the writer did, applying draw and color technique invited students in fun learning. The student seemed having fun because besides learning they also did the activity that they like. In teaching foreign language to young learners, the teacher needed to provide learning activity through coloring, games, song, cutting and sticking (Halliwell, 1992).

Brainstorming was only done in two meetings; second and fifth meeting. Even there was only one components that was done namely asking students the question that related to the topic (Brown, 2001). The teacher said that asking something that related to the topic was done in order to make easy the students in learning because it was like learning preparation before starting

learns the lesson. Brainstorming involves students in free-association listing of concept or ideas fact or feelings relevant to some topic or context (Brown, 2001).

Pair work and group discussion were only done twice during five meetings. Teacher's reason in dividing students into pairs and grouping was to engage interaction with other people or their friends. The teacher said that this was done to make the students brave to come to the class in doing something together. Dividing students into group and pair was good for children because they will learn through relationship with other people (Ostroff, 2013).

Vygotsky in Ostroff, (2013) explained that the children will learn as maximal as possible by collaborating with their upper colleague who had different ability because they will learn more from their friends and they would be motivated. Pair work and group discussion had function to help students recognizing social life in small space which was in their classroom. It would make students easier to undergo the social life in their environment because the teacher got them used to interact and work together with other people in their classroom.

Based on the result of observation, interview and supporting theories of teacher's techniques, the writer concluded

that teaching techniques that the teacher applied was good and appropriate with student's age and level. The seven techniques that teacher applied in teaching could help students in learning foreign language. However, the teacher needed to apply various teaching techniques because learning foreign language in early childhood could not be done without teacher's help because among fifteen teaching techniques that was provided in observation sheet, the teacher only did seven techniques. The other techniques were done because of some reasons such as students' age, the number of students and students' intelligence development.

CONCLUSION

The data of this study aimed to reveal teaching technique used by the teacher during and learning process in the classroom at the fourth grade of SDN 3 Baruga. Considering the result of the study which has been commonly described in previous chapter, it showed up that in TEYL the teacher used 7 techniques namely listen and repeat, question and answer, listen and do, draw and color, brainstorming, pair work and group discussion. These 7 techniques that were applied by the teacher had many benefits for children in learning English. It was strengthen by the result of teacher's interview

that application of this technique influenced students' English competence.

However, it will be crucial for the teacher to develop various teaching technique that are suitable for EYL. The teacher needs to explore and try to find various activities in order to engage students in active learning style to improve their ability to understand the target language. The teacher also has to find many ways to increase students' motivation in learning because young learners are easy to lose their motivation and concentration in learning.

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