

Student Teachers' Strategies In Teaching English To Young Learners During The Edupreneurship English Courses

Wahyudi Badri¹⁾, Dedi Kurniawan²⁾, Eva Ria Indah Sari³⁾, Yesi Susilawati⁴⁾, Zulaikha⁵⁾, Merri Sri Hartati⁶⁾, Adi Asmara⁷⁾

Phone: 085669380798

¹S.Pd, UMB, Bengkulu, Indonesia,
wahyudibadri@umb.ac.id
 ORCID: 0000-0000-0000-0000

²S.Pd, UMB, Bengkulu,
Indonesia, kurniawandedi071@gmail.com
 ORCID: 0000-0000-0000-0000

³(S.Pd., Gr., UMB, Bengkulu,
Indonesia, evariaindah1@gmail.com
 ORCID: 0000-0000-0000-0000

⁴S.Pd., UMB, Bengkulu,
Indonesia,
yesisusilawati@gmail.com
 ORCID: 0000-0000-0000-0000

⁵S.Sos.I., S.Pd.I, UMB,
Bengkulu, Indonesia,
ekhasmam4bkl@gmail.com
 ORCID: 0000-0000-0000-0000

⁶Dr., M.Pd., UMB, Bengkulu,
Indonesia,
merrisrihartati@umb.ac.id
 ORCID: 0000-0000-0000-0000

⁷Dr., M.Pd., UMB, Bengkulu,
Indonesia, adiasmara@umb.ac.id
 ORCID: 0000-0000-0000-0000

Corresponding Author:
Wahyudi Badri,
UMB, Bengkulu, Indonesia,
wahyudibadri@umb.ac.id

Submitted: 01/07/2024
1st Revised: 21/07/2024
2nd Revised: 15/08/2024
Accepted: 10/09/2024
Online Published: 06/11/2024

Citation: Badri, Wahyudi, dkk.
*Student Teachers' Strategies In Teaching
English To Young Learners During The
Edupreneurship English Courses.*
Annual International Conference
on Education Research, Volume
01, Nomor 02, 2024

Abstract

This research aims to explore the strategies employed by student teachers in teaching English to young learners during the Edupreneurship English Courses. The study utilized a descriptive design, focusing on observing student teachers' strategies across five English courses. A total of 27 student teachers were observed three times each, with data collected using an observation list comprising teaching strategies for primary-level students. The analysis involved checking the observation results, classifying the data, interpreting findings, and drawing conclusions. The results show that Choral drill, implemented 60 times (14,1%). Following closely behind, Read and say was employed 55 times (12,9%), while Association was used 53 times (12,4%). Questioning was utilized 49 times (11,5%), and Look and say was implemented 48 times (11,2%). Pictorial illustration was employed 47 times (11%), Demonstration 44 times (10,3%), Verbal illustration 41 times (9,6%), and Narration 30 times (7%). In conclusion, the findings suggest that the surveyed student teachers employ a diverse range of teaching strategies, indicating a holistic approach to instruction. Key strategies such as Choral drill, Read and say, Association, and Questioning are prominently utilized, reflecting an emphasis on active engagement, repetition, and critical thinking in the classroom. Additionally, the consistent use of visual aids like Pictorial illustration and demonstrations underscores the importance of facilitating comprehension through visual representation and hands-on learning experiences.

Introduction

English has been a fundamental component of the Indonesian education system for quite some time. Initially confined to higher education, its importance gradually grew, prompting adjustments in the curriculum for teaching English. In pursuit of enhancing students' proficiency in the language, the government initiated the inclusion of English lessons in primary education, reflecting the rising demand and interest in learning English.

This initiative notably heightened the appeal of English as a subject in primary schools, sparking competition among these institutions to integrate English instruction into their classrooms. English, as a foreign language in Indonesia, witnessed remarkable expansion, extending even to preschools (TK) according to Maili (2018). The introduction of English became a distinguishing factor for schools and a point of pride for parents. Institutions that incorporated English into their curriculum were perceived as more prestigious compared to those that didn't, as noted by Zein (2017). Consequently, during the early 2000s, there emerged a trend among parents favoring schools that included English as part of the local curriculum (Muatan lokal, Mulok).

Elementary school students are also called young learners. Cameron (2021) and Pinter (2017) reveal that young learners are typically range in age from approximately five to twelve and are primarily students in primary or elementary school according to education systems. According to Kırkgöz, (2018), teaching English to young learners as a second or foreign language requires specialization due to various factors that influence effective instruction. A teacher of a foreign language to young learners must comprehend language learning theories that form the basis for teaching English to children. Additionally, they must consider individual variances, cater to the distinct requirements of young learners, and employ methodologies suitable for their age group.

According to McCloskey (in Astuti, 2021), there are eight guiding principles for instructing English to young learners. These include involving students in enjoyable and active learning experiences, fostering language development through collaboration, employing multi-dimensional activities with thematic organization, delivering understandable input with support, emphasizing vocabulary acquisition, incorporating an active learning approach, merging language with content, acknowledging and incorporating students' home language and culture, and setting clear objectives while offering feedback on performance.

Primary students, as young learners, possess distinct characteristics compared to adult learners, presenting a challenge for primary teachers in selecting suitable teaching strategies. Various strategies are employed by teachers in the teaching and learning process, and the choice of strategy significantly impacts the achievement of learning objectives. Opting for an ineffective strategy can hinder the teaching and learning process, underscoring the importance of teachers selecting appropriate strategies for instructing young learners.

The subject of English for Young Learners in English Education Study Program of Universitas Muhammadiyah Bengkulu is taught in the fifth semester. In this subject, the students are mostly active outside the classroom since they are asked in group to make their own Edupreneurship English courses that the participants of the courses are the students who still study in the elementary level. This obligation aims to make the students who take this subject can get the real experience in teaching English to young learners through the informal education. The whole process of conducting the teaching in their courses is one semester.

The term "edupreneurship" in language studies comprises the fusion of "education" and "entrepreneurship," with "education" referring to the process of learning and "entrepreneurship" denoting business enterprise activities (Echols & Sadily, 2000 in Abbas et al., 2022). Consequently, this combination implies entrepreneurial education, emphasizing both theoretical and practical aspects of entrepreneurial endeavors within the educational sphere. Edupreneurship embodies a coherent concept as it mirrors the principles of entrepreneurship education, aiming to equip individuals with the skills to create and generate economic value for themselves and their communities through education and productive activities. Further, according to Shulman (in Olaniran and Perumal, 2021), an education entrepreneur is someone operating within the education sector. Essentially, their role involves recognizing and addressing specific issues within education by establishing a business model to respond to them.



In this edupreneurship courses, the student teachers prepare and design the teaching activities themselves. They should ensure that the program run well and successful. They do not only prepare the physical aspects, but also psychological aspects include the teaching strategies they need to conduct the teaching and learning activities to the learners who come from different backgrounds.

The researches on the teachers' strategies in teaching English to young learners have been conducted by several researchers. Wulandari et al. (2020) discovered that teachers employed eight strategies to teach English, including listen and repeat, listen and do, question and answer, in-pair activities, cooperative learning, and games. Astuti (2021) identified eight teaching strategies that effectively fostered participation among young learners. Lesia et al. (2022) determined that teachers adapt their strategies to fit the school's circumstances, with video-based learning being particularly suited for student events and character development.

Those previous researches are different from the present research. While the previous researches the subjects are the English teachers at schools, this present research takes the student teachers who teach English at the edupreneurship English courses.

From the background above, the researchers are interested in doing the research entitled Student Teachers' Strategies in Teaching English to Young Learners during the Edupreneurship English Courses.

Methods

The researchers used the design descriptive qualitative that focuses on student teachers' strategies in Teaching English to Young Learners during the Edupreneurship English Courses. The subjects of this research are 27 student teachers divided into five English courses. They were observed three times for each. To collect the data the researchers use observation list. The items in observation list are taken from the teaching strategies for primary level of students by Piller and Skillings in Astuti (2021) consists: *Demonstration, Choral Drill, Look and Say, Pictorial Illustration, Verbal Illustration, Association, Questioning, Narration, Read and Say*. The data are analyzed by: 1) checking the results in the observation list, 2) classifying the data that had been found, 3) interpreting the results, and 4) concluding the results.

Result

The findings in this research show that the student teachers used different types of strategies. They are shown in the table below.

Table 1. The strategies used by student teachers.

	The frequency of Strategies								
	D	CD	LS	PI	VI	A	Q	N	RS
Teacher 1	2	1	3	1	2	0	2	1	3
Teacher 2	1	2	0	2	1	3	2	1	3
Teacher 3	1	3	1	2	0	2	3	2	1
Teacher 4	1	2	0	2	1	3	3	1	2
Teacher 5	2	1	3	2	1	3	0	2	1
Teacher 6	2	0	2	3	2	1	1	2	0
Teacher 7	2	3	2	1	3	1	2	0	2
Teacher 8	2	3	2	1	2	0	2	1	3
Teacher 9	1	3	2	2	1	3	2	1	3
Teacher 10	3	2	0	2	1	3	3	1	2
Teacher 11	2	1	3	2	1	3	0	2	1
Teacher 12	2	0	2	3	2	1	1	2	2
Teacher 13	1	2	0	2	1	3	3	1	2
Teacher 14	2	1	3	2	1	3	0	2	1
Teacher 15	2	3	2	1	2	0	2	1	1
Teacher 16	1	3	2	2	1	3	2	1	3
Teacher 17	2	3	2	1	2	0	2	1	3
Teacher 18	1	3	2	2	1	3	2	1	3



Teacher 19	2	3	2	1	3	1	2	0	2
Teacher 20	1	3	2	2	1	3	2	1	3
Teacher 21	2	3	2	1	2	0	2	1	1
Teacher 22	2	3	2	1	3	1	2	0	2
Teacher 23	1	3	2	2	1	3	2	1	3
Teacher 24	1	3	2	2	1	3	2	1	3
Teacher 25	2	3	2	1	3	1	2	0	2
Teacher 26	1	2	0	2	1	3	3	1	2
Teacher 27	2	1	3	2	1	3	0	2	1
Total	44	60	48	47	41	53	49	30	55
Percentage	10,3%	14,1%	11,2%	11%	9,6%	12,4%	11,5%	7%	12,9%

The table illustrates that the most commonly utilized strategy was Choral drill, implemented 60 times (14,1%). Following closely behind, Read and say was employed 55 times (12,9%), while Association was used 53 times (12,4%). Questioning was utilized 49 times (11,5%), and Look and Say was implemented 48 times (11,2%). Pictorial illustration was employed 47 times (11%), Demonstration 44 times (10,3%), Verbal illustration 41 times (9,6%), and Narration 30 times (7%). Overall, the data suggests a diverse range of teaching strategies employed by the surveyed teachers, reflecting a balanced approach that incorporates visual, auditory, and interactive methods to engage students and facilitate learning.

Discussion

The data illustrates a rich array of teaching strategies employed by the surveyed student teachers, suggesting a holistic approach to instruction aimed at engaging students and fostering effective learning. The prominence of strategies such as Choral drill, Read and say, Association, and Questioning indicates an emphasis on active participation, repetition, and critical thinking in the classroom. Additionally, the consistent use of visual aids like Pictorial illustration and demonstrations underscores the importance of facilitating understanding through visual representation and hands-on experiences.

While some strategies, such as Verbal illustration and Narration, were employed less frequently, their inclusion in the teaching repertoire highlights a commitment to diverse instructional methods tailored to meet the needs of different learners and subject matter.

The student teachers' activities in applying English teaching strategies for young learners, based on the provided data, is as follows:

Choral drill: This strategy was implemented the most frequently, indicating that student teachers often engaged students in repetitive oral exercises where they repeated words or phrases together as a group. Choral drill is effective for improving pronunciation, fluency, and language retention among young learners.

Read and say: Following closely behind choral drill, teachers frequently employed the read and say strategy. This suggests that student teachers incorporated reading activities where students read aloud and practiced speaking English based on the text they read. Read and say activities help improve reading comprehension, pronunciation, and vocabulary acquisition.

Association: student teachers used association strategies extensively, indicating that they focused on connecting new English vocabulary or concepts with familiar ones to facilitate understanding and memory retention. Association activities may involve using visuals, gestures, or real-life examples to help young learners make connections between words and meanings.

Questioning: student teachers utilized questioning techniques frequently, indicating that they actively engaged students by asking questions to check comprehension, encourage critical thinking, and promote classroom participation. Questioning activities may involve both closed-ended questions (requiring factual recall) and open-ended questions (encouraging deeper reflection and discussion).

Look and say: This strategy was implemented slightly less frequently than questioning, indicating that student teachers often incorporated activities where students associate words or phrases with visual cues or context rather than relying solely on phonics or decoding skills. Look



and say activities may involve using flashcards, picture books, or real-life objects to enhance vocabulary learning and comprehension.

Pictorial illustration: student teachers employed pictorial illustrations to support language learning and comprehension, although slightly less frequently than look and say activities. Pictorial illustrations involve using visual aids such as pictures, diagrams, or charts to convey information, clarify concepts, and enhance understanding.

Demonstration: student teachers utilized demonstration techniques to a slightly lesser extent, indicating that they occasionally employed hands-on or visual demonstrations to illustrate language concepts or teaching points. Demonstrations may involve actions, gestures, or real-life examples to make abstract concepts more concrete and understandable for young learners.

Verbal illustration: This strategy was employed less frequently, suggesting that the student teachers relied less on verbal explanations or descriptions to convey information or clarify concepts. Verbal illustration activities may involve explaining grammar rules, providing definitions, or describing processes verbally.

Narration: Narration was the least frequently employed strategy, indicating that the student teachers used storytelling or narrative-based activities less often in their English language teaching for young learners. Narration activities may involve reading stories aloud, recounting events, or creating narratives to engage students and stimulate their imagination and language skills.

Overall, the student teachers' activities suggests a varied approach to English language teaching for young learners, with a focus on interactive, engaging, and multisensory strategies to enhance language acquisition and proficiency.

The present research demonstrates a diverse range of teaching strategies utilized by student teachers, reflecting a comprehensive approach to instruction aimed at student engagement and effective learning. Key strategies such as Choral drill, Read and say, Association, and Questioning indicate a focus on active involvement, repetition, and critical thinking within the classroom. Furthermore, the consistent utilization of visual aids such as Pictorial illustration and demonstrations emphasizes the significance of visual representation and hands-on experiences in facilitating understanding.

In contrast, previous research findings by Wulandari et al. (2020), Astuti (2021), and Lesia et al. (2022) highlight specific teaching strategies employed in various contexts. Wulandari et al. identified eight strategies including listen and repeat, listen and do, question and answer, in-pair activities, cooperative learning, and games for teaching English. Astuti identified strategies that effectively encouraged participation among young learners. Lesia et al. emphasized the adaptability of teaching strategies to fit the circumstances of the school, particularly endorsing video-based learning for student events and character development.

The distinction lies in the focus of the present research on the broad spectrum of teaching strategies used by student teachers, encompassing various approaches to engage students and promote learning. Conversely, previous research highlights specific strategies identified within different contexts or settings, emphasizing their effectiveness or adaptability to specific needs or circumstances.

Conclusion

In conclusion, the findings suggest that the surveyed student teachers employ a diverse range of teaching strategies, indicating a holistic approach to instruction. Key strategies such as Choral drill, Read and say, Association, and Questioning are prominently utilized, reflecting an emphasis on active engagement, repetition, and critical thinking in the classroom. Additionally, the consistent use of visual aids like Pictorial illustration and demonstrations underscores the importance of facilitating comprehension through visual representation and hands-on learning experiences.



Although some strategies, such as Verbal illustration and Narration, were employed less frequently, their inclusion in the teaching repertoire indicates a commitment to employing diverse instructional methods tailored to meet the needs of various learners and subject matter. Overall, the results highlight the adaptability and creativity of student teachers in implementing effective teaching strategies to foster engaging and productive learning environments.

References

- Abbas, A., Setiadi, M. A., Marlia, M., & Adisaturrehimi, A. (2022). the Implementation of Edupreneurship of Efl Students in the Indonesian Context. *Klasikal: Journal of Education, Language Teaching and Science*, 4(3), 556-566.
- Astuti, J. R. (2021). *An Analysis of English Teachers' Strategies in Encouraging Young Learners Participation (A Qualitative Study at MI Ja-alHaq Bengkulu in the Academic Year 2020/2021)* (Doctoral dissertation, IAIN Bengkulu).
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Ernst Klett Sprachen. New York: Cambridge University Press
- Kırkgöz, Y. (2018). Teaching english to young learners: An observation and evaluation of effective teaching strategies. In *1st International Conference On Language, Education And Culture (Iclec)* (p. 50).
- Lesia, E. S., Petrus, I., & Eryansyah, E. (2022). Teaching English for young learners in elementary school: Perceptions and strategies. *International Journal of Elementary Education*, 6(1), 142-148.
- Maili, S. N. (2018). Bahasa Inggris pada sekolah dasar: Mengapa perlu dan mengapa dipersoalkan. *JUDIKA (Jurnal Pendidikan Unsika)*, 6(1), 23-28.
- Olaniran, S. O., & Perumal, J. (2021). Edupreneurship: Preparing young education graduates beyond the classroom teaching. *Multicultural Education*, 7(8), 469-479.
- Pinter, A. (2017). *Teaching Young Language Learners*. Oxford University Press.
- Wulandari, N. L. P. T., Ratminingsih, N. M., & Ramendra, D. P. (2020). Strategies implemented in teaching English for young learners in primary school. *Journal of Education Research and Evaluation*, 4(3), 227-233.
- Zein, M. S. (2017). Elementary English education in Indonesia: Policy developments, current practices, and future prospects: How has Indonesia coped with the demand for teaching English in schools?. *English Today*, 33(1), 53-59.

