

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, there are several discussions discussed by the researcher. Whereas the discussion is related to the findings of this study. Here is a further explanation related to this matter:

4.1 Finding

This study was conducted at Primary School Guang Ming Jambi. It was conducted in September 2024. This study is a type of descriptive qualitative research. In order to collect the research data, the researcher used field notes and interviews as the instruments of in this study. To address the research questions 1 and 2, the researcher collected research data through observations and interviews.

Based on the results of observations and interviews, the findings have been summarized in the following table:

Table 4.1 Themes of Observation Findings

	Research Questions	Findings
1.	What strategies are used by English teacher to teach English for young learners in bilingual class program at Primary School Guang Ming Jambi?	1. Learners' seat arrangement 2. Role play 3. Technology integration 4. Ice breaker 5. Attention grabber 6. Song and rhymes 7. Vocabulary memorizing 8. Differentiated instruction

		9. Peer monitoring 10. Visual monitoring 11. Rewards 12. Punishment
2.	How is the young learners' response on the teaching strategies used by English teacher to teach English in bilingual class program at Primary School Guang Ming Jambi?	The responses of young learners' from the teaching strategies used are: 1. Active participation 2. Increased motivation 3. Improved communication skill 4. Confidence

4.1.1 English Teaching Strategies are Used by English Teacher for Young Bilingual Class program at Primary School Guang Ming Jambi

Based on the researchers' observations, it was found that english teacher at bilingual class of Primary School Guang Ming Jambi employed a variety of strategies to effectively teach young learners. These strategies included classroom management such as specific seating arrangements, role play, integrating the lesson with the use of technology, engaging attention grabbing activities, incorporating icebreakers, song and rhymes, vocabulary memorization exercises, differentiated instruction classes, peer monitoring, visual monitoring, rewards such as gifts, and even punishments to reinforce learning. The combination of these strategies integrated it with the used of direct method.

The teacher used direct method as one the teaching in the learning process. In this process, the teacher actively deliver content to young learners. This method stresses immediate understanding of the language or concept being taught, with minimal translation into the young learners' native language. The aim is for young learner to acquire language skills naturally through exposure to genuine language use and meaningful interactions.

Based on the Nirwana (2020), there are eleven strategies in direct method, that are: reading aloud, question and answer exercise, getting students to self correct, conversation practice, fill in the blank exercise, map drawing, direct method in speaking, direct method in writing, direct method in listening, student repetition, and student imitation. But in this research, the teacher only implemented seven of it, such as: question and answer, conversation practice, fill in the blank exercise, direct method in listening, reading, writing, and speaking.

On September 17th 2024, in the meeting of english lesson, the researcher found that the teacher implemented question and answer of direct method. The teacher mention that the material for this meeting is about 'Prefix'. The teachers explained it by using English. In the first explanation, the teachers explained definition, function, and example of 'Prefix'. In the learning process, the researcher found that the teacher and the young learners used target language as the primary means of communication within the classroom.

During the observation, the researcher found that the teacher also used techonology as her teaching strategies. In this terms, the teacher used an interactive whiteboard. To further reinforce understanding about Prefix, she

showed some pictures in smart TV and asked the young learners to identify them, such as lucky – unlucky, afraid – unafraid, tidy – untidy, kind – unkind, patient – impatient, possible – impossible.



Picture 4.1.1.1
Teacher explained about prefix

The teacher then asked the young learners to create example sentences using each of the words they had learned. For the word ‘unhappy’, one young learners responded,

L : *“I am unhappy today.”*

The teacher jokingly asked,

T : *“Why?”*

Then, the young learners replied,

L : *“It’s only example Miss hehehe.”*

For the word unlucky, one student responded,

L : *“She is unlucky today.”*

The young learner responded using similar terms as the previous answer, so the teacher requested that the young learner answer using words other than ‘I’ or ‘today’.

For the word unafraid, one young learner mentioned,

L : “*She is unafraid with frog.*”

The teacher appreciated the word and moved on to the next one, ‘untidy’.

One young learner responded,

L : “*My room is untidy yesterday.*”

The young learner used incorrect grammar, so the teacher corrected them by saying,

T : “*My room was untidy yesterday.*”

For the word ‘unkind’, one young learner answered,

L ; “*She is unkind person.*”

For the word ‘impatient’, one young learner said,

L : “*My Mom is impatient.*”

The last, for the word ‘impossible’, one young learner replied,

L : “*The game is impossible.*”

Based on the interview and the observation conducted, the researcher is confident that the young learners were able to answer questions in English, although in simple sentences. The teacher has effectively engaged young learners in using less familiar vocabulary to enrich their word knowledge and has provided immediate corrections for grammatical errors. Thus, the researcher believes that the question and answer session of direct method are indeed taking place and are being implemented effectively in this bilingual classroom. To enhance the learning process, the teacher has also incorporated the use of happy emoticons as visual aids and has leveraged available classroom technology.

Next, the researcher found that the English teacher routinely used fill-in-the-blank exercises in their lessons. The teacher indicated that fill-in-the-blank

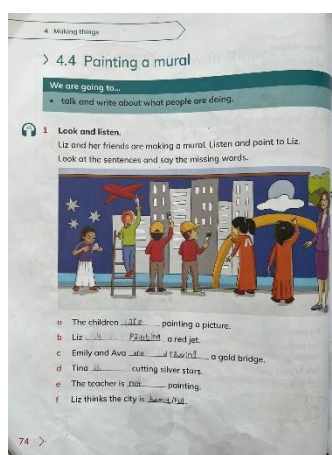
exercises were a staple in their lessons. While these exercises were often drawn from the textbook, the teacher personally valued their role in enhancing young learners' grammar proficiency. She believed that this activity type provided targeted practice and helped young learner internalize grammatical rules.

As the teacher explained,

T : *"I usually use fill-in-the-blank exercises in the textbook. I think this practice is quite effective in checking young learners' understanding of grammar."*

(Interviewed with Miss M, September 13th 2024)

Although the researcher was unable to directly observe the young learners completing fill-in-the-blank tasks, the teachers' interview testimony was deemed credible. Subsequent observations confirmed the presence of these tasks in the young learners' English textbooks. For instance, the 'Painting a Mural' theme incorporated simple present tense exercises, requiring young learners to listen and supply missing words in fill in the blank exercise.



Picture 4.1.1.2
Fill in the blank exercise in English textbook

The research indicates that the young learners have demonstrated a satisfactory level of proficiency in completing fill in the blank exercises for simple present tense sentences. This is a positive development. It implies that through fill in the blank exercise, teacher can ascertain that young learners have begun to grasp the fundamental concepts of the simple present tense, such as the sentence pattern: subject + verb (base form) + object/adverb. However, it is important to note that this is merely an initial step. There is still much room for further exploration and improvement in young learners' understanding of the simple present tense.

Next, the researcher found that the English teacher organized a special reading presentation time, dedicating one meeting per week to this activity. In the initial week, young learners were tasked to reading a text given by teacher, then they were tasked with writing about a related topic, for example here is writing about their families. This preparatory phase allowed them to gather their thoughts and organize their ideas. The following week, each young learners have the opportunity to present their work to the class and the others will listen.



Picture 4.1.1.3
Reading presentation about family

The reading presentation activity can be categorized as a direct method, encompassing reading, writing, listening, and speaking skills. Young learners

engage in silent reading of the assigned text, developing reading comprehension. The subsequent writing task prompts them to produce written work, enhancing their writing skills in a meaningful context. The final presentation phase requires learners to speak publicly, sharing their ideas and engaging with their peers, thereby developing their oral communication skills. By combining these elements, the reading presentation activity offers a comprehensive language learning experience that directly targets both receptive and productive language skills.

In the term of direct method in speaking, the researcher found that the teacher required the young learner to speak English for all school activities. Teachers encouraged young learners to use English in everyday interactions, such as greeting classmates, asking questions, and sharing personal experiences. From greeting each other in the morning to discussing homework assignments and extracurricular activities, English becomes the medium of interaction, fostering a vibrant and immersive learning environment.

T : *“For bilingual learners, they have an obligation to speak English when interacting in the classroom and even for all activities at school.”*

(Interviewed with Miss M, September 13th 2024)

By creating an immersive English environment, the teacher hoped to provide the young learners with the support they need to develop their language skills naturally. The researcher was able to personally witness this English-language environment at Primary School Guang Ming Jambi. By observing how the learners seamlessly integrated English into their daily interactions, the researcher concluded that this provided a powerful model for young learners to follow.

In the observation on September 09th 2024, the researcher found that before the teacher enters the classroom, a leader of the class would lead the class by shouting,

L1 : “*Everyone stand up!*”

Once all the young learners were standing, the leader would continue with,

L1 : “*Say greetings!*”

The class would then respond with a bow respectfully

L : “*Good morning, Miss*” to greet their teacher.

Then, the teacher greeted the class with a,

T : “*Good morning everyone*” and inquired about their well-being by asking, “*How are you today?*” and also took attendance by asking,

T : “*Is everyone present today?*”.



Picture 4.1.1.4
The young learners greet their teacher with a bow

4.1.1.1 Learners’ Seat Arrangement

The teacher implemented classroom management strategies by rearranging the young learners’ seats. Seating arrangements used are a traditional layout with 4 rows in front and 4 rows in the back every week. To ensure fairness among all young learners, seat choices are not given to individual young learners. Instead, all

young learners have equal opportunities to sit in the front and back rows. This is based on the teachers' belief that young learners in the front rows tend to focus more on the whiteboard or TV, so the teacher believes it is beneficial to randomize seating arrangements weekly to give all young learners equal.

During the observation, the researcher did not witness Ms. M utilizing this strategy during classroom, she confirmed its use in an interview:

Based on the interview, the teacher said that:

T : *“For the learners themselves, I usually shuffle the seating positions every week, so there are no learners who always sit at the back. I decide, Miss.”*

R : *“What is your reason for shuffling the seating arrangements every week?”*

T : *“When I teach, I usually walk around the classroom and the fact is, I see that learners who sit in the front row are usually more focused and calmer, and there's a tendency for them to do better than those who sit at the back. So I make sure that all learners have the same opportunity to sit in the front row.”*

(Interviewed with Miss M, September 13th 2024)

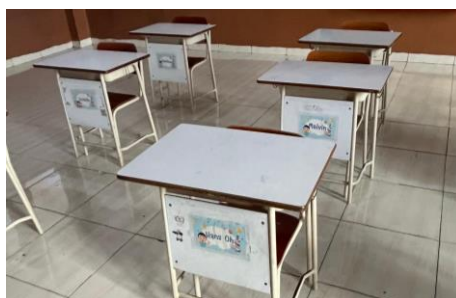


Picture 4.1.1.1.1
Learners Seat Arrangement

The researcher found that the English teacher in P2 English class also served as the homeroom teacher for this class. Consequently, the teacher had the authority to label each desk with the young learners' names. With name labels on each desk, the young learners could easily find their assigned seats each week without the teacher needing to dictate seat changes individually. The teacher simply had to rearrange the table on Fridays after the young learners had left. On the following Monday, the young learners would have new seating arrangements.

T : *“So if you notice, on each desk, there is already a name tag for each student, so I just shuffle it every Friday, when the learners have gone home. So on Monday, they already have new seating positions.”*

(Interviewed with Miss M, September 13th 2024)



Picture 4.1.1.1.2
Name tags on each desk

4.1.1.2 Role Play

A classroom observation on September 11th, 2024, the researcher noted that the teacher implemented conversational practice in the lesson. For the healthy food topic, the teacher engaged the young learners in role-playing as restaurant servers and customers. The young learners were divided into three groups, each group has six members. Rather than providing a fixed script, the teacher

encouraged natural interactions by allowing the young learners to create their own dialogues.

T : *“We’re going to role-play in a restaurant. Choose one person in your group to be the seller, one to be the chef, and the rest will be buyers. The seller needs to offer the healthy food items they're selling, and then the buyers will order it.”*

Then, the teacher gave each group a piece of paper to create a menu. The young learners were given 15 minutes to write their menu and get ready for their performance. Next, the young learners wrote down the items they would sell on their menu, including the prices. One group even drew a picture of their food item.



Picture 4.1.1.2.1
The young learners collaborated in designing a menu

After the preparation time was up, the teacher invited any group that was ready to present to come forward. Group 3 decided to go first. The teacher projected a restaurant scene onto the screen, helping the young learners visualize themselves as customers in a real restaurant.



Picture 4.1.1.2.2
The young learners did the conversation in the restaurant

L1 : *“Hello, good morning. What do you want to buy? We have mango juice, orange juice, milk, fried rice, noodle, meatball, and capcay. Which you do you want to buy?”* said the seller.

The first buyer said,

L2 : *“I want milk and meatball.”*

The young learner who acting as the seller took the initiative to inform the chef,

L1 : *“Milk and meatball, please.”*

The chef then responded by searching for a picture of the food that had been ordered. After she found it, she gave it to the seller and said,

L3 : *“Here you go.”*

L1 : *“Order for Ken, thank you.”*

The young learners who acting as the seller gave the order to the buyer, then he sat down on the restaurant chair and pretended to eat their food. This conversation was repeated until the next buyer. However, when the third buyer ordered,

L4 : *“I want fried rice and orange juice.”*

The seller said,

L1 : *“Sorry, the orange juice is gone.”*

L1 signifies that there is no more orange juice. Then, the third buyer changed the order,

L4 : *“Mmm, fried rice and milk.”*

The study found that the implementation of the direct method was highly effective. Young learners demonstrated a remarkable ability to engage in conversation exercises, producing natural and grammatically correct utterances. Moreover, young learner exhibited spontaneity in responding to vocabulary introduced by their peers. The teachers’ effective engagement strategies played a pivotal role in fostering young learners’ confidence to interact in the target language.

4.1.1.3 Technology Integration

In the observation on 12th 2024, the teacher taught a story about The Little Red Hen. Prior to this, the teacher instructed the young learners to read the story available in their English textbooks. While the young learners were reading, the teacher prepared to show a video of the story on the TV. Once again, the teacher utilized technology in her teaching process. After the young learners had finished reading, the teacher played the video on the TV. The teacher said,

T : *“Oke, listen. There are actually some versions of this story, one is coming from Rusia and one is coming from London. So you guys, are going to compare the story by watching the TV and the story in your book.”*



Picture 4.1.1.3
English teaching process using technology

The teacher clarified that there are several versions of The Little Red Hen and the story might vary slightly between the video and the one in the textbook. The teacher explained this entirely in English, without translating it into Indonesian. Subsequently, the teacher engaged the young learners by having them initially correlate the story with their own emotions.

T : *“Firstly, we are going to watch the video about Hen and her besties, do you have bestie?”*

The classroom was filled with excited shouts of “Yes!” from the young learners. To regain control, the teacher asked, *“Who has a bestie here?”* and raised her hand as a nonverbal cue for the young learners to do the same. The young learners responded by raising their hands, indicating that they had a best friend. They then began calling out the names of their besties.

T : *“So, if you have bestie. If your friend need your help, will you help her or him?”*

L : *“Yes”*

T : *“Oke, would you like to share some of your cake to your friend?”*

“Would you like to lend your pencil if she doesn’t bring her pencils?”

L : *“In one time, in the course, Keisha is not bring her pencil I borrow it”*

The young learner said *“in one time”*, which is not a common English phrase. Then she said, *“in the course”* is also not quite right. She should say *“during class”*, it is a more common phrase to indicate a specific time period within a course. *“Keisha is not bring her pencil”* should be *“Keisha didn't bring her pencil.”* This is the past tense, as it refers to a specific event in the past. *“I borrow it”* is also incorrect, she should use the past tense, *“I borrowed it”*.

The teacher then shook hands to the young learner and said, *“Good job,”* as a way to commend the young learner for her excellent action. The young learner, beaming with pride, reciprocated the handshake, her smile a testament to the positive reinforcement and encouragement received. This simple gesture of appreciation not only boosted the young learners' confidence but also fostered a positive learning environment where effort and achievement were celebrated.

Throughout the lesson, the teacher consistently used English. She frequently engaged the young learners by asking questions, to which they responded in English as well. Although grammatical errors were common, the young learners demonstrated confidence in using the English language. This indicates that the teacher has successfully implemented the fundamental concepts of the direct method, teaching English with minimal translation.

Through watching the animated video *The Little Hen*, the young learners were not only entertained but also actively engaged in the English language learning process. The teachers' initiative to show the video demonstrates her commitment to implementing the listening direct method to enhance young learners' language skills. The application of the listening direct method in this

activity has proven effective in improving young learners' listening comprehension, particularly in understanding vocabulary and sentence structures related to everyday life.

4.1.1.4 Ice Breaker

In the middle of the lesson on 17th 2024, the researcher found that the teacher used ice breaker. The teacher used simple icebreaker like play a classic game of Simon Say into a fun and effective teaching strategy. By incorporating body parts into the game, teachers reinforced vocabulary and physical awareness. For example, the teacher said,

T :*“Simon says touch your toes,”*

Then the young learners touced their toes, or

T : *“Simon says wiggle your ears,”*

They followed the instruction to wiggled their ears.

At the end, when the teacher did not say Simon Says, like

T : *“Touch your nose”,*

But the young learners still touch it, they would lose the game.



Picture 4.1.1.4
The young learners played ice breaker

Researcher observed that this ice breaker successfully invigorated the class. Previously drowsy or uninterested young learners became enthusiastic, their faces lit up with newfound energy and interest. The once-passive young learners actively participated in discussions, shared their thoughts, and engaged with the material in a way that was previously unseen. The ice breaker broke the barriers of boredom and disengagement, creating a dynamic and stimulating learning environment. This transformation was particularly evident among young learners who typically struggled to stay focused, as they were now fully immersed in the lesson and eager to contribute.

4.1.1.5 Attention Grabber

The researcher also found on September 17th 2024, that the teacher skillfully employed attention grabber strategies to captivate the young learners' attention, fostering an environment of active engagement and curiosity. Whenever the classroom grew noisy, a simple yet effective technique was used, the teacher would say,

T : *"Eyes on me"*

The young learners would respond in unison,

L : *"Eyes on you"*, this subtle interaction immediately quieted the room.

Similarly, when the young learners were not sitting properly, the teacher's directive,

T : *"Sit down properly,"*

L : *"Oke"* With their hands folded on the table and a focused look on the whiteboard.



Picture 4.1.1.5
The young learners sit down properly
after the teacher used attention grabber

After the teacher implemented the attention grabber, the teacher also has to make sure whether all of the young learners respond to the attention grabber. Moreover, when most of the young learners did not respond to the attention grabber, the teacher repeated the attention grabber until all of the young learners did the attention grabber.

T : *“Not all learners respond to the attention grabber given, so after giving the first attention grabber I will repeat it until all learners respond to the attention given”.*

(Interviewed with Miss M, September 13th 2024)

These strategies, though seemingly minor, proved to be highly effective in restoring order and ensuring a productive learning atmosphere. By implementing these simple attention grabber, teacher was able to create a more focused and engaged learning environment. These strategies included small adjustments to classroom routines, such as establishing clear expectations for behavior and participation, implementing consistent consequences for disruptive behavior, and providing positive reinforcement for good behavior.

4.1.1.6 Song and Rhymes

Next, on 18th 2024, the teacher skillfully employs singing as a dynamic teaching strategy to enhance young learners' English language acquisition. By incorporating songs into lessons, the teacher creates an engaging and enjoyable learning environment. To make the prefix lesson more engaging, the teacher decided to turn it into a song. By setting the prefixes to the rhythm and melody of the trending song APT by Rose Black Pink and Bruno Mars, the teacher made learning about prefixes a more enjoyable experience for the young learners. The lyrics, such as "Happy – unhappy, afraid – unfraid, lucky – unlucky, a, aha, aha. Tidy – untidy, patient – impatient, kind – unkind, thats all done a, aha, aha.", were designed to be simple and memorable, helping young learners grasp the concept of prefixes quickly.



Picture 4.1.1.6

The young learners sing a song

The teacher believed that,

T : *“Fortunately, the book is very supportive, Miss. Because I also think that songs can be a very effective tool to practice pronunciation, vocabulary, and grammar. And I often choose songs with simple lyrics and repetitive structures. If there is a song that matches the material for that day, it is not just songs that focus on the book, but*

also other songs. The young learners can sing along, clap their hands, and they can also act out the lyrics of the song, Miss.”

(Interviewed with Miss M, September 13th 2024)

The teacher believes that songs are a fun and effective way to practice pronunciation, vocabulary, and grammar. By incorporating singing activities into their lessons, they can create a lively and engaging learning environment. This approach not only makes learning enjoyable but also helps the young learners to retain information more effectively.

Through singing a song, the teacher can effectively incorporate two key strategies from the direct method, that are listening direct method and speaking direct method. This is because singing requires active listening to the lyrics and melody, enabling young learners to develop their auditory skills and enhance their understanding of the language. Simultaneously, singing encourages oral production, as young learners practice pronouncing words and phrases correctly while following the rhythm and intonation of the song. This holistic approach fosters both receptive and productive language skills, making it an engaging and effective tool for language learning.

4.1.1.7 Vocabulary Memorizing

On September 12th 2024, the researcher found the next strategy used by teacher, it was vocabulary memorizing. In vocabulary memorizing, the teacher gave the young learners a paper of vocabulary related to the lessons and asked the young learners to memorize it and check it before they go home, the vocabulary consists of ten words for a week. Before the young learners finished their memorization, they were not allowed to go home.

T : *“They have a special task at the end of the lesson. I give them ten vocabulary words for a week. So their task is usually to report two to three words per day. And I will check it usually fifteen minutes before they go home during the agenda time.”*

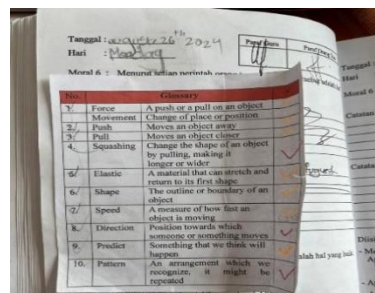
(Interviewed with Miss M, September 13th 2024)



Picture 4.1.1.7.1

The teacher tested the learners' vocabulary memorizing

Fifteen minutes before they go home, the school provided the time as agenda time, in this time the English teacher will come to the class and the teacher transitions the class into a structured review session. Young learners are instructed to form an orderly line, ready to demonstrate their vocabulary mastery. As each learner approaches the teacher, they are presented with the weekly vocabulary list. The teacher meticulously checks off each word that the learner can accurately recall and pronounce.



Picture 4.1.1.7.2

The teacher tested the learners' vocabulary memorizing

The teacher printed ten vocabulary words on a small sheet of paper, which was then stapled into the young learners' agendas. The teacher provided a vocabulary handout with three columns. The first column was for the English words, the second for the meaning or for the definition which also used English, and the third was a checkbox for the teacher to indicate mastery.

This one-on-one assessment provides immediate feedback and reinforces the importance of vocabulary retention. The teacher said that,

R : *“So, memorizing vocabulary has a significant impact on their learning in class, Miss.”*

T : *“Yes, Miss, I think so.”*

(Interviewed with Miss M, September 13th 2024)

By the end of the review process, the teacher gains valuable insights into each young learners' progress and can identify areas where additional support may be necessary. This final activity serves as a rewarding culmination of the lesson, leaving young learners feeling accomplished and motivated to continue their language learning journey.

4.1.1.8 Differentiated Instruction

Within a classroom, it is common to observe a diverse range of learning paces among learners. To address this, the teacher and the schools offered supplementary programs known as full-day classes. Young learners are categorized based on their abilities; those who require additional support are encouraged to enroll in full-day English classes to reinforce previously taught lesson. Conversely, high-achieving young learners are offered full-day English

advanced classes, where they delve deeper into practical applications such as storytelling, speeches, and debates.

T : *“At school, we have a full-day program, Miss, for learners who have difficulty with English.”*

(Interviewed with Miss M, September 13th 2024)

A full-day English class, conducted on Tuesday and Thursday from 1:45 PM to 3:15 PM and an advanced English class held on Monday and Wednesday from 1:45 PM to 3:15 PM. At this time, all young learners who are not enrolled in the full-day program have already gone home. As a result, classes are running with smaller groups, allowing for more intensive and conducive learning environments.

Not all parents enroll their children in full-day programs due to the monthly fee. Based on observations in the P2 English A class, there are 5 learners who participate in the full-day English program, and 5 learners for full-day English advance class.

4.1.1.9 Peer Monitoring

To instill a constant English-speaking environment within the school, the teacher implemented a unique strategy, transforming every young learner into a dedicated language spy. This ingenious approach aimed to foster a culture of continuous English usage, where the young learners were not only encouraged but actively motivated to communicate in English at all times. By assigning this special role, the teacher empowered the young learners to become vigilant observers of their peers' linguistic habits, gently reminding them to switch to English whenever necessary. This peer-monitoring system created a sense of

collective responsibility, encouraging young learners to support and correct each other in a friendly and supportive manner. Moreover, this initiative fostered a sense of teamwork among the young learners as they worked together to maintain the English-speaking atmosphere. Ultimately, this innovative approach proved to be highly effective in enhancing young learners' language proficiency and confidence, as they were constantly exposed to and practiced English in a real-world context.

T : *“I encourage students to become ‘language spy’ in their daily lives, they will find their friends who do not speak English”.*

(Interviewed with Miss M, September 13th 2024)

By conducting this strategy, the teacher is helped by the young learners to make sure all of them talk in English. Usually, the young learners will remind the other learners who do not speak in English. Then, this strategy really helps the teachers to motivate the young learners to speak English all the time. In this class, the used of Indonesian language is banned, the learners have to speak in English.

4.1.1.10 Visual Monitoring

To effectively manage language use in a classroom, an information board is used by the teacher as visual monitoring. Through categorizing the young learners into those who speak English and those who do not speak English, the teacher monitors the language usage and provide targeted support. A designated language spy can alert the teacher to instances of language mixing, allowing for timely intervention. This dynamic approach, where the board is updated daily, ensures that instruction is tailored to the evolving language needs of each young learners.

T : *“I have prepared two information boards that will be updated daily.*

There are two types: one for students who do not speak English and the other for students who do. When a student speaks English, I will place their name on the board for English-speaking students”.

(Interviewed with Miss M, September 13th 2024)



Picture 4.1.1.10.1
Information board: students who speak English



Picture 4.1.1.10.2
Information board: students who do not speak English

Based on observation, it revealed a clear divide in English proficiency among the young learners. 14 learners were observed confidently using English in various activities. However, 2 learners appeared to be less comfortable with the language.

4.1.1.11 Reward

Next, to incentivize young learners and foster academic excellence, the teacher employs a simple yet effective reward system.

T : *“I believe in positive reinforcement. So I often use rewards, like small prizes or praise, to motivate my learners so they are more enthusiastic about learning.”*

(Interviewed with Miss M, September 13th 2024)

The young learner who achieve a perfect score of 100 on exercises and quizzes are rewarded with present of appreciation such as pencil, or erasers, or rulers, or mini notebooks.



Picture 4.1.1.11.1

These two young learners were awarded ribbons for their outstanding performance on the English quiz, where they both scored 100.

Furthermore, if they get 100 in quiz or exercise, they will also get a sticker. Then, the young learners who strongly memorize their weekly vocabulary list are rewarded with one more sticker. Upon accumulating ten stickers, the young learners receive a special gift as a symbol of their hard work. As stated by the teacher during the interview,

T : *“Simple rewards, if it is in the form of an item, it is a sticker. If they memorize vocabulary and do well on quizzes and exercises, if they get ten stickers, they can exchange them for a present. Then I will give them a reward, and the present can be a mini notebook, pencil, eraser, ruler, and so on, Miss. They can choose their own present.”*

(Interviewed with Miss M, September 13th 2024)



Picture 4.1.1.11.2
This learner chose to get the present
after he already get ten stickers.

4.1.1.12 Punishment

Based on the interview, the teacher also used punishments in the classroom. The teacher said that she only used words and sentence as a punishment in the classroom. This is sometimes applied when the young learners conduct misbehavior such as speak in Indonesian.

T : *“I would not call it punishment, Miss. Maybe more like a reprimand, “Why do not you memorize?” or if their quiz score is low, like “Why is your score like this?” “Do not you study?” Then, there is no real punishment, Miss. Most of them already know that they must speak in English, so I just say that if they still speak in Bahasa, they have to move to regular class”.*

(Interviewed with Miss M, September 13th 2024)

While the teacher has a strict policy of English-only in the classroom, she rarely imposes formal penalties. Instead, she prefers a gentle approach, offering verbal reminders and encouragement. If the young learner persists in using Indonesian language, she may suggest that they might be better suited for a

regular class. However, this is usually a strong enough deterrent, as most young learners understand the importance of practicing English consistently. The young learners actively seek to improve their language skills by frequently asking their peers and teacher for English translations of words and phrases by saying “*What the English of?*” or “*How to say In English?*”. This proactive approach demonstrates their commitment to mastering the target language.

4.1.2 The Young Learners’ Response on The Teaching Strategies Used by English Teacher to Teach English in Bilingual Class Program at Primary School Guang Ming Jambi

Based on a September 13th, 2024 interview, the findings indicate that the implemented teaching strategies have been effective in enhancing young learners’ English language learning. The implementation of using direct method, learners’ seat arrangement, technology integration, ice breaker, attention grabber, song and rhymes, vocabulary memorizing, differentiated instruction, peer monitoring, visual monitoring, reward, and punishment used by the teacher affect the positive responses from young learners, such as active participation, increased extrinsic motivation, improved communication skill, confidence, enjoyment and positive attitude, and good social interaction in learning English.

T : “*I see that they are active, Miss, participating. Miss Dwi might also see that they can speak, right, their English is quite fluent. And I see that mostly they can understand the material well, and their memorization is also good, and their motivation and interest are increasing over time, in my opinion, Miss.*”

(Interviewed with Miss M, September 13th 2024).

4.1.2.1 Active Participation

The researcher found that young learners were actively participate in varios teaching strategies used by the teacher, such as using direct method the using of direct method in some activities of like question and answer sessions, coversation practice, reading presentation, then the strategies of learners' seat arrangement, song and ryhmes, differentiated instruction, peer monitoring, visual monitoring, reward, and punishment. First, the using of direct method. During the question and answer sessions, young learners were actively engaged in responding to questions posed by the teacher in English. On September 17th, 2024, the teacher drew a big emoticon. The teacher started the class by pointing the emoticon and asking;

T : *"What expression is this?"* pointing to the object.

The young learners responded enthusiastically, with some identifying it as an emoji or emoticon while others saw it as a happy face.

L : *"It's an emoji."*

L : *"Emoticon."*

L : *"Happy."*

T : *"This is happy expression, in the word happy, the prefix un- means not, happy become"* the teacher encouraged the young learners to continue the sentence.

Then, the young learners said,

L : *"Unhappy"*.



Picture 4.1.2.1.1
The teacher drew a happy face

Form conversation practice, young learners actively participated in role-playing activities, creating their own dialogues and engaging in natural conversations. A classroom observation on September 11th, 2024, the young learners took on different roles (seller, customer, chef) and interacted with each other in English, demonstrating their ability to apply language in a real-world context.

L1 : *“Hello, welcome to our resturant. What do you want to buy? This is our menu.”* said the young learner who act as the seller.

The first buyer said,

L2 : *“I want to buy milk and and fried rice.”*

L1 : *“Oke, milk and fried rice.”* The young learner repeat the order.

Then, the chef then give the order to the buyer.

L3 : *“Orange juice for Airin.”*



Picture 4.1.2.1.2 **Role playing in the restaurant**

Next in reading presentations, young learners actively participated in reading presentations, sharing their thoughts and ideas with the class. This activity required them to read, write, and speak in English, promoting active engagement in all language skills. on September 23rd, 2024, the young learners were asked to explain about animal characteristics. Young learners were invited to come up individually, based on their own willingness, by raising their hands. Upon the teachers' invitation, a majority of young learners eagerly raised their hands to proceed earlier.

L1 : *“Hello everyone, my name is Miracle.Now I want to presentation about animals characteristics. This is bird. This is cat. Bird is poultry. Cat is mammal. Bird has feather. Cat has fur. Bird can fly. Cat can walk.”*



Picture 4.1.2.1.3 **The teacher explained about animals characteristics**

Second, during the observation, the researcher found the young learners active participation across who sit in front. The young learners more engage with the lesson, leading to increased participation. It is also showed by the interview process.

T : *“I see that learners who sit in the front row are usually more focused and calmer, and there's a tendency for them to do better than those who sit at the back. So I make sure that all learners have the same opportunity to sit in the front row.”*

(Interviewed with Miss M, September 13th 2024).

Third, the active response also found from singing activities, young learners actively participated in singing songs with the teacher, practicing pronunciation, vocabulary, and grammar in a fun and engaging way. This activity encouraged active listening, oral production, and rhythmic movement, fostering a multi-sensory learning experience. On the observation, they played a game, game starts with two young learners holding hands, creating a bridge. The rest of the group lines up and one by one, they pass under the bridge as they sing the traditional rhyme, London Bridge is Falling Down.



Picture 4.1.2.1.4
Young learners sing traditional rhyme

Fourth, differentiated instruction significantly enhances young learners' active participation through learning experience to their individual needs. As the the teacher said:

T : *“Young learners become more active in participating because of the additional class.”*

(Interviewed with Miss M, September 13th 2024).

Both peer monitoring and visual monitoring strategies can significantly enhance active participation among young language learners. Peer monitoring, where young learners are encouraged to gently remind each other to use English, transforms them from passive learners of instruction to active learners in the learning process. This responsibility not only keeps them engaged but also fosters a sense of ownership and accountability within the classroom. Furthermore, the supportive nature of peer feedback creates a more encouraging environment where young learners forced themselves to speak in English. Visual monitoring, such as displaying the names of students who speak English on a board, acts as a powerful motivator. This public recognition provides a clear and constant visual reminder of the importance of using English in the classroom and outside the classroom, encouraging them to actively strive for language proficiency and participate more actively in classroom activities.

The implementation of reward and punishment system can significantly enhance young learners' active participation in the classroom. The rewards, such as stickers, prizes, and small gifts, acts as a powerful motivator, driving learners to strive for academic excellence. This reward propels them to actively participate in classroom activities, diligently memorize vocabulary, and strive for perfect scores on exercises and quizzes. The anticipation of earning rewards fosters a sense of competition and encourages young learners to do their best to demonstrate their understanding and engagement. Furthermore, the subtle threat of being moved to a

regular class serves as a gentle deterrent for speaking Indonesian within the English only learning environment. This encourages learners to actively participate in English only communication, thereby fostering language fluency and enhancing their overall language learning experience.

4.1.2.2 Increased Motivation

The ice breaker effectively boosts young learners' motivation by tapping into both extrinsic and intrinsic. Extrinsically, the game introduces an element of friendly competition. Young learners strive to correctly follow instructions and avoid accidental moves, creating a desire to win and stay in the game. This competitive spirit encourages active participation and focused attention as they strive to outperform their peers. Furthermore, the playful nature of the ice breaker fosters intrinsic motivation by transforming learning into a fun and engaging activity. Young learners are more likely to embrace the learning process when it is presented in a playful manner. This positive response reinforces their intrinsic desire to learn.

Songs and rhymes have a profound impact on fostering intrinsic motivation in young learners. This intrinsic motivation arises from the internal satisfaction derived from the learning process itself, rather than external rewards or pressures. Young learners are more likely to be motivated to learn when they genuinely enjoy the process. When children successfully sing along, recite rhymes, or perform actions associated with these activities, they experience a sense of pride and satisfaction. This intrinsic drive a deeper engagement with the material and a genuine desire to learn more.

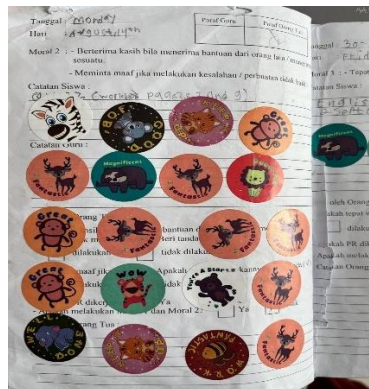
Differentiated instruction effectively boosts both intrinsic and extrinsic motivation in young learners. In full day class, targeted support empowers struggling young learners, fostering a sense of accomplishment and increasing their intrinsic motivation. As they overcome challenges and grasp new concepts, their confidence grows, leading to a genuine enjoyment of learning. Additionally, the prospect of progressing to the advance class encouraging consistent effort and a desire to succeed.

Next, from peer monitoring system, where young learners act as language spies and gently remind their peers to speak English, exemplifies an extrinsic motivator driven by the avoidance of negative consequences. This system creates an environment where learners are motivated to speak English primarily to avoid being caught by their peers for using Indonesian. The young learners are motivated to use English primarily to avoid the punishment. This subtle pressure, while not overtly punitive, still influences young learners and creates an extrinsic drive to conform to the expected language use.

Similarly, visual monitoring, such as displaying the names of young learners who speak English on a board, provides a powerful extrinsic motivator. Young learners are driven to have their names appear on the board. Moreover, visual monitoring contributes to intrinsic motivation by providing learners with a representation of their progress. Seeing their names consistently on the board of students who speak English boosts their confidence and encourages them to continue improving their language skills.

The teacher's reward strategies with stickers and small gifts increased the young learners extrinsic motivation and motivates them to put in effort. This

extrinsic motivation can be a powerful tool, especially for young learners who are still developing their intrinsic motivation. Through rewarding their achievements, the teacher encourages the young learners to continue working hard and to view language learning as a positive and rewarding experience.



Picture 4.1.2.2.1
Stickers as the rewards

The statement “if they still speak in Bahasa, they have to move to regular class” clearly outlines a negative consequence for using Indonesian. This creates an external pressure for young learners to use English, even if they do not necessarily enjoy it.

T : *“Most of them already know that they must speak in English, so I just say that if they still speak in Bahasa, they have to move to regular class”.*

(Interviewed with Miss M, September 13th 2024)

While the teacher emphasizes gentle reminders and avoids harsh punishments, the possibility of being reprimanded or questioned about their language use “Why do not you memorize?”, “Why is your score like this?” still creates a sense of anxiety and a desire to avoid these situations. Although the

teachers' primary goal might be to create a supportive English-speaking environment, the subtle threat of transfer and the potential for reprimand introduce extrinsic motivators that drive young learners to use English primarily to avoid negative consequences rather than for the inherent enjoyment of learning the language.

4.1.2.3 Improved Communication Skill

The direct method fostered significant improvements in the young learners' communication skills. It is increased oral fluency, activities like question-and-answer sessions encouraged active participation and prompted learners to use English to express their thoughts and ideas. The observation of young learners confidently answering questions, even with simple sentences, demonstrates an increase in their oral fluency.

Then, it is also enhanced natural communication, the role-playing activity, where young learners simulated restaurant interactions, provided a realistic and engaging context for natural communication. Young learners demonstrated the ability to initiate and sustain conversations, negotiate meanings, and respond appropriately to their peers, indicating a significant improvement in their natural language use.

On Monday, September 9, 2024, a researcher conducted a direct observation of a learning activity. It was the time for them to present their family members in front of their classmates. The teacher invited the young learners who wanted to present first to raise their hands. The young learners eagerly raised their hands to present. The teacher then pointed to the young learner who raised their hands first.

The young learner came forward and presented her writing, while the teacher displayed a photo of the young learner's family on the smart TV. The young learner explained, *"Hello, my name is Fellicia,"* pointing to herself, *"This is my Mom, her name is Selly Liauw,"* pointing to her mother's photo, *"This is my Dad, his name is Geonathan Liem,"* pointing to her father's photo. *"I have one little brother, his name is Jayden Alvaro Liem,"* pointing to her brother's photo, *"He is just a baby and so cute". "I inherited my nose, eyes, lips, and cheeks from my Mom," "I inherited my hair and my chin from my Dad," "People call me similar to my Dad."*



Picture 4.1.2.1.3

Young learners explain about family members and inheriting characteristics during reading presentation learning

The teacher responded with the question, *"Do you think the same?"* The young learners answered in unison, *"Yes"*. The teacher then invited the young learners to give applause by clap, and then Fellicia could sit back down.

The combination of these strategies, including the use of technology integration, contributed significantly to the observed improvements in the young learners' communication skills. They were not only able to understand and respond to English but also began to initiate and sustain conversations, demonstrating a growing comfort and proficiency in using the target language.

Through mixing up seating arrangements, young learners are encouraged to interact with their peers. This learners' seat arrangement in the classroom requires young learners to step outside their comfort zones and communicate with classmates they might not ordinarily interact with. This increased exposure to different perspectives and communication styles can significantly improve their communication skills.

Through mixing up seating arrangements, young learners are encouraged to interact with their peers. This learners' seat arrangement in the classroom requires young learners to step outside their comfort zones and communicate with classmates they might not ordinarily interact with. This increased exposure to different perspectives and communication styles can significantly improve their communication skills.

The ice breaker significantly improves young learners' communication skills. At its core, the game demands that young learners actively listen to instructions and accurately interpret them. This necessitates careful attention to the teachers' words and the subtle cues within the instructions. Through consistently practicing this attentive listening, young learners develop auditory skills. Moreover, the game encourages precise responses. Young learners must not only understand the instruction but also follow it correctly, demonstrating their ability to accurately translate verbal cues into physical actions. This fosters a strong connection between verbal and non-verbal communication, refining their overall communication abilities.

Vocabulary memorizing serves the effective communication. Through memorizing new words, young learners enrich their vocabularies. This enrich

vocabularies empowers them to express themselves. When they faced with complex ideas or emotions, a diverse vocabulary provides the tools to explain thoughts. Moreover, consistent exposure to and active use of newly acquired words fosters improved fluency in both spoken and written communication. As young learners become more comfortable with a wider range of vocabulary, they can express themselves more confidently.

Both peer monitoring and visual monitoring strategies significantly improving young learners' communication skills. Peer monitoring provides opportunities for young learners to practice their speaking and listening skills through constant interaction with peers in English. Through peer interaction, young learners also develop communication such as giving feedback, asking, and clarifying to effectively communicate with their peers. Then, through visually tracking their language use, increases young learners' awareness of their strengths and weaknesses. This heightened awareness allows them to identify specific areas for improvement and focus their efforts on those aspects of their language learning, ultimately leading to more effective and refined communication skills.

The implementation of reward and punishment system significantly enhance young learners' communication skills in the target language. The reward system, by creating a positive and supportive learning environment where young learners feel comfortable participating in class discussions and asking questions, indirectly fosters communication skills. This reward encourages young learners to actively engage in verbal exchanges, express their ideas, and seek clarification without fear of judgment. Furthermore, the English only policy, plays a crucial role in improving communication skills. Through creating a English only

nvironment that consistently encourages the use of English, learners are constantly immersed in the target language. This constant exposure to English significantly enhances their ability to communicate effectively in the language, both orally and in writing.

4.1.2.4 Confidence

The teacher consistently used positive reinforcement techniques, such as praising young learners for their efforts boosted the learners' confidence and encouraged them to take risks in their communication. Then, activities like role-playing and class presentations provided opportunities for learners to experience success. When learners successfully communicated their ideas, engaged in meaningful conversations, and presented their work confidently, it boosted their confidence and reinforced their belief in their ability to use English effectively. The teacher fostered a supportive and encouraging classroom environment where young learners felt comfortable taking risks, making mistakes, and learning from their experiences. This supportive environment played a crucial role in building the young learners' confidence in their English language abilities.

T : *"I see that they are active in participating and confidence, Miss. You might also see that they can speak, right, their English is quite fluent."*

(Interviewed with Miss M, September 13th 2024)

Sitting in front rows can significantly boost the confidence of young learners. When young learners are positioned closer to the teacher, they feel more seen by the teacher. Knowing that the teacher can easily see their contributions, whether it is raising their hand to answer a question or actively engaging in a

group discussion, can significantly enhance their confidence. This sense of being seen encourage them to participate more actively and express their ideas with greater confidence. Moreover, the teacher provides easier access to support and guidance, further bolstering their confidence as they feel more comfortable seeking clarification and assistance when needed.

Songs and rhymes success to boosting the confidence of young learners. When young learners successfully sing along, recite rhymes, or perform actions associated with these activities, they experience a significant sense of accomplishment. As they master new songs and rhymes, they gain a sense of mastery and control over the language, leading to increased confidence in their communication skills. This newfound confidence empowers them to take risks, confidence to use language, and express themselves more freely. Furthermore, the supportive and encouraging environment created by shared singing and rhyming experiences fosters a sense of belonging and acceptance. This positive social interaction further enhances their confidence and encourages them to participate more actively in language learning activities.

Differentiated instruction boosting young learners' confidence. As they experience challenges in learning English, they develop a strong sense of accomplishment and a growing belief in their abilities in additional class. This progression builds confidence that empowers them to success in learning English. Similarly, advanced classes provide opportunities for high achieving learners to excel in challenging activities like public speaking. Successfully delivering a speech or participating in a debate significantly boosts confidence and reinforces their belief in their own capabilities. Through catering to diverse learning needs

and providing opportunities for both academic and personal growth, differentiated instruction empowers young learners to develop a strong sense of self-confidence that will be beneficial for themselves.

Both peer monitoring and visual monitoring strategies can significantly boost young learners' confidence in their language abilities. Peer monitoring providing opportunities for successful communication in English and allowing young learners remind their peers, fosters a sense of increases self confidence. The supportive and encouraging environment created by peer monitoring also helps reduce anxiety associated with speaking in a foreign language. Similarly, visual monitoring, such as displaying the names of students who speak English on a board, can significantly boost learners' self-esteem and confidence. Seeing their names consistently on the board reinforces their successes and encourages them to continue improving. Furthermore, visual monitoring can help learners understand that making mistakes is an integral part of the learning process and that everyone is on a journey of language acquisition, reducing the fear of making mistakes and fostering a more relaxed and confident learning environment.

The implementation of reward system profound positive impact on young learners' confidence. Receiving consistent rewards for achieving academic goals, such as perfect scores on quizzes and exercises, provides young learners a sense of accomplishment. This reward strengthens their belief in their abilities and encourages them to strive for further success. As young learners consistently experience the satisfaction of achieving their goals and receiving recognition for their efforts, their confidence in their academic capabilities grows significantly.

4.2 Discussion

Based on the results, the researcher proceeded to address the research questions posed in this study. To answer the first research question, “What strategies are used by English teacher to teach English for young learners in bilingual class program at Primary School Guang Ming Jambi?” and to address the second research question, “How is the young learners’ response on the teaching strategies used by English teacher to teach English in bilingual class program at Primary School Guang Ming Jambi?”, the researcher conducted classroom observations in P2 English and interviews with the English teacher who also serves as the classroom teacher.

The result of this study showed there are twelve strategies used by teacher in teaching English to young learners. They are learners’ seat arrangement, role play, technology integration, ice breaker, attention grabber, song and rhymes, vocabulary memorizing, differentiated instruction, peer monitoring, visual monitoring, reward, and punishment. Then, the responses of young learners’ from the teaching strategies used are active participation, increased extrinsic motivation, improved communication skill, and confidence.

4.2.1 Strategies are Used by English Teacher to Teach English for Young Learners in Bilingual Class Program at Primary School Guang Ming Jambi

To analyzed the strategies are used by English teacher to teach English for young learners in bilingual class program at Primary School Guang Ming Jambi, the reseacher used observation and interview. The observation and interview were conducted with one English teacher during English lessons in a P2 English class.

The observation and interview were done on September 9th, 11th, 12th, 13th, 17th, and 18th.

The research revealed a diverse array of twelve strategies employed by Primary School Guang Ming Jambi teacher to enhance English language instruction for Primary 2. These strategies included careful consideration of the classroom management strategies by implementing learners' seat arrangement, role play, the integration of technology, attention grabber, ice breaker and the use of engaging song and rhymes, strategies. To enhance young learners' vocabulary and improve their English communication skills, the teacher implemented vocabulary learning activities. The implementation of full-day English and advanced English programs for young learners, integrated with differentiated instruction. The importance of young learners' interaction was emphasized through peer monitoring which called language spy. The use of information boards for young learners who speak English and learners who do not speak English as visual monitoring. To motivate the young learners, the use of rewards were used. Then, and the establishment of clear rules such as punishment contributed to a structured and supportive learning environment.

The teacher implemented the direct method in the classroom by exclusively using English as the medium of instruction without translating into Indonesian. This aligns with Yuldoshova's (2021) in the direct method, the class teaching process is exclusively done by using the target language and no translation process allowed. While Nirwana (2020) outlines eleven implementation procedures, the teacher focused on seven key elements such as

question and answer sessions, conversation practice, fill-in-the-blank exercises, direct method in listening, reading, writing, and speaking practice.

The first is question and answer. Nurul (2022) stated that in the question and answer, the teacher asks questions in the target language, prompting young learners to respond using the language they have learned. The classroom observation conducted at Primary School Guang Ming Jambi provides evidence of effective implementation of the direct method in a bilingual setting. The teacher consistently used English as the primary language of instruction which followed by the young learners.

The question-and-answer sessions observed during the lesson illustrate the direct methods' focus on oral communication. The teacher posed questions that prompted young learners to use the target language, and they responded with simple, yet accurate sentences. While some responses exhibited minor grammatical errors, the teacher provided immediate feedback to correct mistakes and reinforce correct usage.

Next is conversation in direct method. The classroom observation revealed the successful implementation of conversation of the direct method in a young learner English classroom. The teacher skillfully employed a role play activity centered around the theme of healthy food, providing a contextually relevant and engaging scenario. Through dividing the young learners into groups and encouraging them to create their own dialogues, the teacher fostered creativity of young learners, enabling the young learners to practice their language skills in a fun activity.

The young learners' active participation in the role play demonstrated their ability to produce natural communication. The use of visual aids, such as the picture of restaurant scene, further facilitated their engagement. It corroborates the view from Takayama (2021) who stated that by immersing learners in natural language use, it fosters spontaneous communication, enhances oral fluency, and improves listening comprehension.

The findings suggest that fill in the blank exercises are a common tool employed by English teachers to reinforce grammar instruction. The analysis of young learners' work samples further supports the efficacy of fill-in-the-blank exercises. The young learners successfully completed simple present tense exercises, demonstrating their ability to identify the correct verb forms. This demonstrates the accuracy of Castro's (2022) claim that fill-in-the-blank exercises foster independent learning and critical thinking by prompting learners to analyze sentence structure and context to select the appropriate words or phrases. This aligns with the direct method's emphasis on natural language acquisition, where learners are encouraged to discover language rules through practice.

The observation revealed that the teacher effectively employed the direct method in teaching listening comprehension. By using an animated video of The Little Red Hen, the teacher engaged the young learners visually. The teachers' use of English throughout the lesson, with minimal translation, provided the young learners with authentic language exposure. The young learners' active participation in discussions and responses in English demonstrated their growing confidence in using the language. Again, this aligns with the direct methods'

principles of natural language acquisition through meaningful context (Malik, 2024).

Additionally, the reading presentation activity provided a comprehensive language learning experience, encompassing reading, listening, writing and speaking skills. These findings demonstrate the power of the direct method in providing learners with opportunities to practice language skills in communicative contexts. The teachers' creative strategies and the integration of various language skills highlight the importance of innovative teaching strategies in engaging young learners and enhancing their language proficiency. It is in a line with Dupont (2020) emphasizing both speaking and writing in the classroom allows teachers to make lessons more dynamic while creating an opportunity for learners to practice multiple forms of communication.

In the observation, the researcher found that the teacher always set the young learners' seat arrangement, it is changed every week on Friday. It is aims to help the young learners to interact and be friend with all of their classmates. This strategy aligns with Nathalie's (2023) research, which emphasizes the significance of teachers' seating arrangements in shaping classroom social dynamics and, consequently, influencing learners' learning and development. Through frequently changing seating strategies, teachers can foster a collaborative learning environment, encouraging young learners to connect with diverse peers, and potentially enhancing their social skills.

The design of the seat is traditional short column, which all the desks are facing the with whiteboard at the front center position of the class. The teacher's

desk at a corner. The young learners' seat was arranged in four rows, with each row consisting of five desks arranged in a straight line.

By rotating young learners to the front row, the teacher ensured that all young learners had opportunities to increased focus and attention associated with this seating position. This practice aligns with the findings of Christian (2021), who highlighted the positive impact of front row seating on learners engagement. He stated that learners seated in the front rows exhibit higher levels of engagement, whereas those in the back rows tend to be less involved in classroom activities.

The teachers' effective integration of technology, specifically the interactive whiteboard and smart TV, significantly enhanced the learning experience for young learners. This is in sync with what happened in Nawaila (2019) by visually presenting examples using technology, the teacher provided concrete and engaging stimuli, making the abstract concept more accessible. The interactive technology allowed for immediate feedback and clarification, ensuring active young learners' participation. Moreover, the teachers' use of humor and gentle guidance in responding to young learners answers created a positive and supportive learning environment.

The teachers' strategic use of ice breaker to alleviate young learners' boredom during learning aligns with Rusman (2022) who believed that ice breaker can help to reduce anxiety. Through starting a class session with a fun and interactive icebreaker, teachers can set the tone for a productive and enjoyable learning experience. As observed, the simple ice breaker: Simon Says not only reinforced vocabulary but also contributed to a positive and engaging learning

environment. This also aligns with the findings of Jessica (2021) who highlight that ice breaker is effective teaching strategies that create a positive and engaging learning environment and Velykozhon (2021) who said that ice breaker can encourages active participation, promotes motor skills development, and fosters a positive learning environment.

Next, the researcher found some examples of attention grabbers that the pre-service teacher used in their teaching. As Nathania (2021) stated that teacher can use verbal and non-verbal attention grabber, the pre-service teachers used a variety of attention grabbers in their teaching. The teacher skillfully employed attention grabbers to maintain a conducive learning environment. The teacher employed a variety of verbal strategies, such as simple phrases like “eyes on me” and “sit down properly,” to regain young learners’ attention and restore order. These strategies, while seemingly minor, proved to be highly effective in creating a focused learning atmosphere. Thorough using this strategy, the teacher was able to effectively manage classroom dynamics and facilitate a smooth flow of instruction.

Most of the time, the classroom became conducive after the teacher used attention grabber. It means that the research from Nathania (2021) was true, that attention grabber can be an effective strategy for teachers to control the classroom situation. Giving the attention grabber can make the young learners well- behaved, teachers can make a ‘stop’ sign in a creative and fun way, which triggers young learners to sit and be quiet immediately.

The teachers’ innovative use of songs and created engaging and effective learning experiences. Through incorporating songs into lessons, the teacher made

learning enjoyable and memorable, targeting pronunciation, vocabulary, and grammar skills. This is in a line with Vernon in Xiao (2013) who said that English songs bring energy to the classroom and boost learners' confidence. If the young learners are interested both in material and teaching, they can enjoy listening. Georgi Lozanov incorporates music into his teaching strategies, for music is instrumental in creating a relaxing and comfortable environment, which can boost language learning. (As cited in Abeer, 2020).

Next, the teachers' implementation of a structured review session before the end of the school day is a commendable strategy to reinforce vocabulary memorization. The use of vocabulary handouts with clear columns for English words, definitions, and teacher checkboxes. Observations and interviews revealed a strong correlation between effective vocabulary memorization strategies and improved young learners learning outcomes, because the vocabulary to be memorized is related to the topics being taught in the lesson. It shows that Runbouw (2021) who stated that through implementing structured vocabulary strategies, teacher can help young learners build a strong foundation in vocabulary, which is essential for academic success was true.

The research findings also highlight the implementation of full-day English program as additional class integrated with differentiated instruction. Differentiated instruction (Kupchyck, 2020) is to promote its quality, increased learners' motivation to learn and explore foreign languages throughout the learning process. Through categorizing young learners based on their abilities and offering tailored instruction, these programs provide both additional support for struggling young learners and enrichment opportunities for high-achieving young

learners. Smaller class sizes in full-day programs create a more conducive learning environment, enabling teachers to provide personalized attention and facilitate deeper engagement for both classes.

This strategy providing small class to support young learners who may be struggling with English language learning to join full day English class. In a full day English class, the teacher will review the lessons that young learners have not yet understood. Through offering extra help, such as tutoring or additional practice, teachers can ensure that all young learners have the opportunity to succeed.

Then, to challenge advanced learner is important for keeping them engaged and motivated. They asked to join English advance class for providing challenging activities and projects, such as debates, creative writing assignments, story telling, or speech, teacher support the advanced learners to reach their full potential. Challenging activities also help them to develop critical thinking, problem-solving, and creativity skills.

Through assigning young learners the role of language spies, the teacher empowered them to monitor and encourage English usage among their peers. This peer-monitoring system not only created a sense of collective responsibility but also fostered a supportive and collaborative learning atmosphere. The strategy effectively motivated young learners to practice English regularly, enhancing their language proficiency and confidence. Through banning the use of the native language, the teacher created an immersive English-speaking environment, further reinforcing language acquisition. It shows that Tang (2020) who stated that peer

monitoring can boost young learners' confidence as they actively participate in the learning process and share their knowledge with others was true.

Then, the teacher used an information board to manage language use in the classroom. By categorizing young learners based on their English proficiency and updating the board daily, the teacher can monitor language use and provide targeted support. The involvement of language spies further enhances the effectiveness of the system by allowing for timely intervention. This strategy helps to create a more structured and supportive learning environment, where young learners can be encouraged to practice English. It aligns with Hazaymeh (2021), who stated that visual monitoring helps create a dynamic and responsive learning environment where teachers can provide timely support and ensure that all young learners are actively engaged and learning effectively.

The research findings reveal that the teacher effectively employed a reward system to incentivize young learners and foster academic excellence. By offering tangible rewards like small gifts and stickers for achieving specific goals, the teacher motivated young learners to strive for perfection and actively participate in learning activities. It is accordance with Eka (2020) who stated that in the educational context, rewards are something to be given to anyone who participates in the learning process; by providing reward young learners will be more active in English learning. The reward can motivate them to always strive to be the best.

Furthermore, the teacher used of a gentle and supportive strategy to discipline is noteworthy. Eka (2020) said that teachers using discipline for inappropriate behavior could affect learners' motivation positively. While formal

punishments were rarely imposed, the threat of being transferred to a regular class served as a strong deterrent. This strategy, combined with verbal reminders and encouragement, effectively maintained a positive learning environment. Matera (2020), said that punishments affect strengthening the motive (motivation) of learners to learn or to work hard. Learners that have received a punishment are motivated by that punishment and will give extra efforts to show better performance.

4.2.2 The Young Learners' Response on The Teaching Strategies Used by English Teacher to Teach English in Bilingual Class Program at Primary School Guang Ming Jambi

To analyzed the young learners' responses on the teaching strategies used by English teacher to teach English in bilingual class program at Primary School Guang Ming Jambi, the reseacher used obsservation classroom and interview with the teacher. The interview was conducted with one Englih teacher. The interview was done on September 13th, 2024. The interview focused on the teachers' experiences and insights into English teaching in a bilingual context.

The implemented teaching strategies proved effective in engaging and motivating young learners within the bilingual class program at Primary School Guang Ming Jambi. This success is evidenced by the young learners' active participation, increased motivation, improved communication skills, and enhanced confidence. These positive responses, observed in their performance, directly correlate with the effectiveness of the teaching strategies employed.

First, some of strategies, particularly encouraged young learners to participate actively in such as the using of direct method in some activities of like

question and answer sessions, conversation practice, reading presentation, then the strategies of learners' seat arrangement, song and rhymes, differentiated instruction, peer monitoring, visual monitoring, reward, and punishment. These strategies encouraged active participation and language practice. Furthermore, the teachers' consistent use of English as the primary language of instruction influenced young learners' active participation to speak English.

The direct method, with its focus on natural language acquisition through active use, is highly effective in boosting young learners' participation. Activities like role-plays, where young learners act out dialogues, demand active engagement and immediate application of language. Question and answer sessions encourage quick thinking and responses, while conversation practice fosters fluency and confidence in using the target language. Reading presentations, where young learners share their understanding, promote critical thinking and oral communication skills.

Gultom (2016) underscored the pivotal role of routines in fostering a positive and conducive learning environment. Through strategically implementing young learners' seating arrangements where all young learners have equitable opportunities to experience the first line positioning, teacher significantly contribute to a more equitable. This consistent strategy resonates deeply with Gultom's emphasis on the necessity of well defined routines and procedures. Front row seating not only minimizes distractions, as highlighted by Gultom, but also significantly enhances young learners' active participation. Young learners who easily sidetracked by peers get benefit immensely from this arrangement. Through placing them in closer to the teacher and instructional materials, front-

row seating creates a more focused and learning environment for the young learners. Through ensuring all young learners have equal opportunities to sit in front rows, the teachers' strategy can significantly enhance active participation across the entire class.

Then, young learners actively participated in singing songs with the teacher, practicing pronunciation, vocabulary and grammar in a fun and engaging way. It shows that Rohmah (2021) who stated that song and rhyme can create a fun and engaging learning environment, making language acquisition enjoyable. They played a game where two young learners held hands, creating a bridge, and the rest of the group lined up and sang the traditional rhyme, London Bridge is Falling Down.

Differentiated instruction, smaller class sizes which is belongs to additional class, cater to diverse learning needs, fostering active participation. Differentiated instruction tailors learning experiences to individual needs, while smaller classes allow for increased teacher-student interaction and personalized attention. Advanced classes, designed for high achievers, engage learners through activities like storytelling and debates, cultivating critical thinking and communication skills. Furthermore, peer monitoring and visual monitoring strategies enhance active participation. Peer monitoring, where young learners gently remind each other to use English, transforms them from passive to active learners, fostering a sense of ownership. Visual monitoring, such as displaying the names of students who speak English, provides a clear visual reminder of language use importance. Additionally, a well structured reward and punishment system can significantly boost engagement. Rewards motivate young learners to

strive for excellence, while the potential consequence of being moved to a regular class discourages the use of Indonesian, encouraging active participation in the English-only environment.

This finding strongly aligns with Peng (2020), which emphasizes the crucial role of active participation in successful English language learning. Beyond mere physical presence, Peng defines active participation as enthusiastic engagement in all aspects of the learning process. The finding supports this by detailing various strategies that encourage active participation. Furthermore, the finding highlights the importance of creating a stimulating learning environment through strategies like incorporating songs and rhymes, implementing differentiated instruction, and optimizing seating arrangements. These strategies not only enhance young learners' engagement but also directly contribute to the active participation that Peng (2020) identifies as fundamental for effective language acquisition. In essence, these strategies implemented effectively enhance young learners' active participation response as outlined by Peng (2020).

Secondly, a variety of strategies effectively boost young learners' motivation, tapping into both intrinsic and extrinsic motivations, such as ice breaker, songs and rhymes, differentiated instruction, peer monitoring, visual monitoring, gift, and punishment. Icebreakers, with their playful competition and engaging activities, foster both extrinsic motivation, desire to win and intrinsic motivation to enjoyment of learning. Songs and rhymes primarily enhance intrinsic motivation by providing internal satisfaction from fun activities. Differentiated instruction, with its targeted support and advanced class

progression, boosts both intrinsic motivation, accomplishment, and extrinsic motivation, desire to advance.

Peer monitoring and visual displays, while aiming for English immersion, primarily act as extrinsic motivators, driven by the avoidance of negative consequences of peer pressure, not appearing on the board or the desire for external rewards having their names displayed on the board. While seemingly positive, the peer monitoring system, where young learners act as language spies, primarily acts as an extrinsic motivator driven by the avoidance of negative consequences. The fear of being caught using Indonesian by peers and the threat of transfer to a regular class create an external pressure to use English. This pressure, even if subtle, can overshadow the enjoyment of language learning. The possibility of being questioned about their language use “Why don’t you memorize?”, “You can move to regular class if you do not speak English” can create anxiety and a desire to avoid these situations, which again stems from extrinsic motivation rather than intrinsic interest. It is supported by Peng (2020) about extrinsic motivators which can be effective in the short term for initiating or maintaining certain behaviors but can lead to a focus on rewards rather than the quality of the work.

Teacher rewards, such as stickers and gifts, also enhance extrinsic motivation by linking effort with tangible rewards. The use of stickers and small gifts as rewards effectively increased extrinsic motivation in young learners. This finding aligns with Eka (2020), who stated that extrinsic rewards, like stickers or small toys, can be used sparingly to reinforce specific behaviors or achievements. However, the threat of transfer to a regular class, while not using English for all

activities at school, creates an extrinsic motivator driven by the avoidance of negative consequences.

While extrinsic motivators can be effective in the short term, researchers believe it is crucial to carefully balance them with intrinsic motivators. The current implementation of the peer monitoring system may inadvertently create an atmosphere of fear and pressure. Explore alternative strategies that promote peer support and collaboration without resorting to negative consequences. One of the other alternative strategies might to apply is focus on positive reinforcement like emphasize and reward instances of successful English communication and peer assistance. This will focus to fosters intrinsic motivation, builds self-esteem, and encourages a growth mindset where young learners believe their abilities can be developed through dedication and hard work. Moreover, a classroom filled with positive reinforcement cultivates a supportive and encouraging environment where young learners feel comfortable taking risks, making mistakes, and learning from each other. This fosters collaboration and a sense of community within the classroom. Ultimately, by prioritizing intrinsic motivation and creating a positive learning environment, positive reinforcement encourages will encourage young learners to explore their knowledge beyond the classroom.

The finding closely related to Peng (2020) by building categorization of motivation into intrinsic and extrinsic forms. It examines various classroom strategies, such as icebreakers and peer monitoring, analyzing their impact on young learners' motivation within Pengs' framework. Furthermore, it strongly advocates for fostering intrinsic motivation through strategies like emphasizing real life applications of English and creating a supportive learning environment,

aligning with Pengs' view on cultivating genuine interest in learning. In summary, the text provides valuable insights into the practical implications of Pengs' framework by analyzing specific classroom scenarios and emphasizing the crucial role of balancing extrinsic and intrinsic motivators to create an effective and engaging learning experience for young learners.

Third, some of strategies also improving the communication skill of young learners, such as direct method, the use of technology, learners' seat arrangement, ice breaker, vocabulary memorizing, peer monitoring, visual monitoring, reward, and punishment. Oral fluency was evident as question-and-answer sessions improving communication skill, prompting learners to express themselves. Role-playing activities, such as simulating restaurant interactions, enhanced natural communication by providing a realistic context. Young learners demonstrated the ability to initiate and sustain conversations, negotiate meanings, and respond appropriately to peers. The teachers' questions and the learners' enthusiastic responses demonstrated their growing comfort and proficiency in using English.

The combination of these strategies, including technology integration, mixing up learners' seating arrangements, icebreakers, vocabulary memorization, peer and visual monitoring, and a reward and punishment system with an English-only policy, significantly contributed to the observed improvements in young learners' communication skills. Mixing seating arrangements encouraged interaction with diverse peers, while icebreakers sharpened listening and interpretation skills. Vocabulary memorization empowered learners to express themselves more effectively, and peer monitoring facilitated peer to peer communication and feedback. Visual monitoring enhanced self awareness, and the

reward system fostered a positive and supportive environment for language use. Through consistently immersing learners in English, these strategies collectively enhanced their ability to communicate effectively in the target language, both orally and in writing.

The finding directly related to Erwin (2021). Importantly, the finding demonstrates how various strategies, such as role-playing, real-life simulations, and oral fluency activities, can significantly enhance young learners' communication skills. Through moving beyond rote memorization and emphasizing authentic communication and practical language use, these strategies equip learners with the ability to express themselves effectively in real life scenarios, aligning with Erwin's focus on functional language use. Therefore, the finding effectively builds upon and supports the core principles outlined by Erwin (2021) for effective English language teaching strategies in improving communication skill for young learners.

Fourth, several factors contribute to boosting young learners' confidence in English. Positive reinforcement techniques, such as praise and encouragement, foster a risk-taking environment where learners feel comfortable experimenting with language. Activities like role playing and presentations provide opportunities for building confidence. Creating a supportive and encouraging classroom environment, where learners feel seen and valued, is crucial, this can be achieved through strategies like seating arrangements, which prioritized front rows, where learners feel more connected to the teacher and have easier access to support. Engaging activities like songs and rhymes enhancing confidence in language use. Differentiated instruction caters to diverse learning needs, ensuring both

struggling and advanced learners experience success and build confidence. Peer and visual monitoring strategies foster a supportive learning environment where learners feel comfortable making mistakes. Finally, an implemented reward system reinforces achievements, further strengthening learners' confidence in their abilities.

Roberts (2020) emphasizes the importance of creating a supportive learning environment where young learners feel comfortable taking risks and making mistakes without fear of judgment. This aligns perfectly with the benefits of activities like role-playing and presentations. These experiences provide opportunities for learners to practice their English in a safe and encouraging setting. Role playing provided opportunities for learners to experience in using English. This experience contributes significantly to building confidence in their communication abilities. Similarly, presentations provide crucial public speaking practice, helping young learners overcome stage and articulate their thoughts effectively. Those strategies significantly boost young learners' confidence in their English communication abilities.