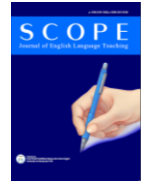




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Research Article

Exploring Indonesian EFL Teacher's Strategies in Teaching English to Young Learners

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A B S T R A C T

This study aims to explore and analyze a teacher's strategies that a teacher already implemented and used in teaching English Foreign language to young learners and why the strategies are implemented by teacher. The study utilized descriptive qualitative research where the writers wanted to describe the phenomena that occurred. The research participants are seven EFL teachers in North Sumatra, Indonesia, in collecting the data, the writer used instruments such as interview and documentation to get more detailed interpretations. Otherwise, the researchers genuinely analyze the all the information required through (A) Reduction, (B) Data display, and (C) Validating conclusions. In the research findings, the researchers encountered the teachers teaching strategies in teaching English to young learners are: (a) technology integration (b) story telling (c) communicative classroom environment. Next, the reasons for the strategies implemented by the teacher in the way they are because the teacher believed Creating teaching and learning with variation impactful and effective strategies will enhance students' outstanding self-enthusiasm atmosphere in learning English by happiness, un stressful, and cheerfulness to the students with Elaborating their learning into educational games and jokes.

INTRODUCTION

Teaching strategies possess a strong connection with teaching and learning purposes because the design of best strategies would become one of the significant parts and ways to reach and gain the teaching-learning objectives or goals in schools. One of the most essential strategies is for gaining objectives in the teaching materials in schools, which will be delivered well by the teacher with their appropriate strategies. Relevantly, according to Zaid (2019) the right teaching strategy can encourage students to be more active in learning and attracting students'

attention as an effort to involve them in the learning process is a challenge for teachers. The approach chosen in giving the learning material to students through a specific learning environment that comprises strategies: the design, diversity, and arrangement of activities that can communicate learning abilities to students is referred to as a teaching strategy (Colombo, 2012).

Today, almost all schools are asking the teachers should be able to provide and present the creative teaching and learning process because effective teachers work creatively to balance the teaching of skills, knowledge, and understanding, through integrating teaching and learning

about the language modes as children undertake extended units of work. Such learning journeys need to be imaginatively engaging, relevant, and purposeful if children's creativity is to be developed (Cremin, 2009). So, the teachers who have creativity can make it easier for the students so the students want to participate in the classes actively and then offer many benefits and opportunities created for students. One of the creativities can be viewed by strategies in teaching that will be very impactful for succeeding the learners in gaining the learning objectives because teaching also related to curriculum offered by the government that the teachers at school should implement it. With the new curriculum changes, teachers are expected to implement various strategies that can make students more active, happy, and motivated in learning. However, little is known about the pattern of teachers in implementing this strategy, especially in English Subjects (Sofiana et al, 2019). Curriculum changes in English language learning bring new challenges in developing effective lesson plans, creative and meaningful teaching, and evaluation of learning outcomes. For instance, the way that English is taught and learned in primary schools has evolved recently, and most primary schools now include English in their curricula. It stated that since English is one of the international languages, teaching it to students in Indonesian schools has already become a crucial component of instructors' lesson plans at all educational levels. As an international language, the introduction English to young learners at school should requires the teachers to have a strategic policy since they like to learn something new teaching English at an early age is beneficial for children because according to (Damayanti et al., 2023) Other than German, Japanese, and French, English is one of the foreign languages taught in Indonesia. English is ranked lower among foreign languages than Bahasa Indonesia, the native tongue of the Indonesian people and their national language. As a result, Indonesians do not frequently communicate in English. Therefore, it is very important to describe how do the teachers with their position and autonomy deals with the idea in teaching to be constructed easily understanding and impactful for the young learners to be active in the classroom of English subject. On the other hand, said that "The concept that young children can acquire a second language especially well before puberty stems from the fact that their brains can still employ the mechanisms that aided in the acquisition of their first language." (Cameron, 2001, p. 13).

Students, especially junior school students, will very hard to absorb and learn English because English is a foreign language so it must be provided effectively by the teacher if it is presented with interesting strategies such as pictures and visuals.. As we known, this subject is considered difficult by some students because the material is quite

broad, the language taught is a foreign language. The explanation above can be interpreted that teachers' strategies are the approach chosen to provide students with a comprehension of the learning material that should accordance with the curriculum designation given to students in a particular stage, which can also support their learning goals. This can be seen from the description of the strategies and competencies that must be presented by teachers to their students during and after class in the manner that must be performed to achieve the goal of teaching and learning activities. Therefore, according to Khasanah et al., (2022) a teacher should have a teaching strategy and be well-prepared so that students can enjoy the teaching and learning process and meet the learning objectives. Teaching strategies are employed across curriculum areas. As a facilitator and educator in the field of education, it is the responsibility of every teacher to select the most successful teaching tactics for their students.

Indeed, one important aspect of teaching English to young children effectively is to create a fun and creative learning atmosphere through the teacher's strategy so that children do not feel pressured when studying foreign languages. According to Khasanah et al., (2022) teaching strategy should be well-performed and prepared by the teacher, so the students will achieve the learning objectives and enjoy the teaching and learning process in the beginning up to the end. Every teacher should know that they are becoming the facilitator in the class that have essential role in choosing the most effective strategies needed said that the teaching and learning process must be connected with daily life, and most importantly, the process must be fun with teacher that should be able to display the construct the teaching and learning process with student-centered learning, due to it becomes an approach to education where students select not just what to study but also how and why that subject might be interesting to them (Rogers, 1983).

As a fact, the language policy in Indonesia relating to curriculum of the teaching and also learning of English in primary schools has experienced changing in recent years and now English is being an optional adopted subject in the curriculum of most primary schools. It happened at this present time which is related to the context of primary school curricula named Merdeka curriculum. The English language is one of the subjects changed in the context of its status and weight in the new curriculum in elementary school (Kemendikbud,2022 cited in (Damayanti et al., 2023). English is decided as an optional subject where its weight is only two hours per week (Damayanti et al., 2023). it placed English Language as the program only compulsory in junior and senior high schools. As a choice subject, the schools may have the option to implement English or not as subject to their students. This implies that

schools are requested and offered to decide and choose their position according to their capital quality, resources, and facilities that encourage the implementation of the English subject to teach week (Damayanti et al., 2023). Therefore, many primary schools have established English teaching for their students not because they think that the students need it and are interested in learning English but because of parental pressure and a desire to increase the school's prestige. Thus, in the current curriculum, teaching strategies are not specifically presented, teachers can choose their teaching strategies and most of primary schools in Indonesia that include English in their curriculum do not have appropriate and sufficient teaching and learning facilities to encourage teachers to do their activities in the classroom (Hawanti, 2014) Thus, as a choice subject, the schools may have the option to implement English or not as a subject for their students which are considered appropriate and effective to achieve learning objectives and the formation of student abilities. Although the issue happened teachers should deal with their strategies and even more effective strategies to assist the students to gain those benefits in learning and mastering it because English as international language. Thus, teachers as educators should deal with their position who have an important role in school to teach and comprehend as well to the students especially primary school students so it needs strategies to ease and support the teaching and learning process that will improve the performance of teacher as teaching way to provide feedback on the teaching process in class. In this study is to see and facilitate the proper selection of teaching strategies to their students' level namely primary school students so teachers must understand the learning objectives and competencies that students will be taken and implemented. According to Hayati (2021) There are many kinds of teaching English strategies that can be applied in the language teaching process, such as: Direct Instruction, Discussion, Small-group Work, Co-operative Learning, Problem Solving, Research, Role Play, Case Study and Writing.

Based on this fact, to assist the students in gaining and achieving well understanding, the teachers as educators should deal with their position who have an important role in school to teach and comprehend well to the students especially primary school students so it needs belief and also about strategies. Related to this, according Khasanah et al., (2022) teaching strategy should be prepared maximumly by the teacher, so the students will achieve the learning objectives and will be affected by what they accomplish in their classroom where enjoy the teaching and learning process in the beginning up to the ending Teachers' strategies and beliefs, their attitudes, and their learners' beliefs. They guide teachers to adapt their teaching strategies for coping with their teaching

challenges and shape language learners' learning environment, their motivation and their language ability. Consequently, the creative concept and designing about impactful strategies would become one of the significant ways to reach and gain the teaching and learning objectives at school. The strategies of teaching were the approaches optioned to provide the learning materials to the learners in a particular learning situation that consists of the design, variety and arrangement of activities that can convey learning skills to students (Colombo, 2012 cited in Mustika & Wardah, 2021). It can be defined also that learning objectives and teaching strategies are closely related to be gaining a successful education system in the curriculum. The impactful ways in which these goals must be attained is evident from the description of the conduct and competencies that students must possess both during and after class (Mustika & Wardah, 2021).

Basically, the use of best teaching strategies especially teaching English subject is really needed in various educational background such as started from universities, high schools, junior high schools, and even elementary schools. Therefore, teacher has to have a variety of strategies to assist the teaching and learning process which deliver and make the teaching and learning easier, faster, more cheerful, well directed, efficient, and transferable to every single situation. Regarding to that, several previous related studies have discussed about the teacher strategies in primary school. First, there was a study about Strategies Implemented in Teaching English for Young Learners in Primary School from Wulandari, et al., (2020) in the research's result showed that there were eight strategies applied by teacher in teaching English. They are; listen and repeat, listen and do, question and answer, in-pair, cooperative learning, and games. The second is from Sarly Gustini Pratiwi et al. (2021) discussed Teachers' Strategies in Teaching English to Young Learners in Private Primary Schools in Yogyakarta. The result showed that the strategies they applied to teach the students were cooperative, contextual, thinking together with the students, expository, inquiry, exploration-elaboration-collaboration, TPR, students' active learning, and video strategies. In other side, study from Rima, D. (2019) discussed about An Analysis of Teacher's Strategies in Teaching English at Inclusive Classroom of MA Muhammadiyah 1 Ponorogo in Academic Year 2018/2019. The result showed that the strategies applied are seat, giving good explaining and teaching models, approaching and giving more attention, and helping from regular students.

Therefore, based on the previous studies before, the researcher has not found the research about English teacher strategies which conducted to state primary schools in north sumatera Indonesia that connected with the issue of

English subject in the curriculum merdeka implemented as an option or local subject. In this study, will effectively willing to look for about strategies used by teacher for providing students needs in learning which it enables students to understand in English learning. Another recommendation made by this study is for other researchers to refine their findings by using objective data, better apparatus, a larger sample size, and various methodologies and designs. In contrast to the study, I concentrated on strategies applied by private primary school EFL teacher in teaching English.

Research Questions

The research questions of this study are dealing with better understanding in exploring the teacher strategies in teaching English to young learners. Therefore, those things made the writer interested in doing the research that this study aimed to see what strategies the teacher implement in teaching English at primary school by following the research questions below:

1. What strategies are implemented by Indonesia EFL teacher in teaching English to young learners?
2. How are the strategies implemented in teaching English to young learners?
3. Why are the strategies implemented by the teacher in the way they are?

The objectives of the study are:

- a. To describe the types of EFL teachers' strategies for teaching English to EFL students.
- b. To describe the process of EFL teacher implementing the teaching strategies
- c. To describe the EFL teacher's reasons for implementing teaching strategies in teaching English to young learners.

This study could assist to identify the role of teaching strategies in English foreign language learning, and will provide insights into how the teaching strategies can be used as a tool to enrich teachers in presenting best strategies. The results of this study could be useful for educators and students alike, as it could help them understand the potential and benefits of suitable strategies in language learning and teaching EFL.

EFL Teaching Strategy

Strategy is a specific step that we can take on a problem occurs, and it varies greatly in each individual regarded (Brown, 2007), Other statement Sarode (2018) informed that Teaching strategies refer to methods used to help students learn the contents of the desired course and can develop goals that can be achieved in the future. Otherwise, the English Foreign language teaching strategy is a process that involves the senses of sight, sound, and taste to understand situations by teachers to achieve learning goals.

According to Killen (1996) English foreign language teaching strategy involves selecting relevant teaching methods and techniques to ensure that students can achieve the expected learning outcomes of a foreign language, such as understanding certain concepts or skills about their surroundings which becomes the approach that the teachers use for a particular lesson. Thus, good strategies are needed when teaching foreign languages (Pratiwi et al., 2021, p. 155). Teaching strategies will lead to a strong belief in teaching and learning purposes.

According to Colombo, (2012) the English foreign language teaching strategy is the approach that is chosen to provide students with learning materials in a particular learning environment consisting of the design, variety, and arrangement of activities that can improve student learning skills and the knowledge of things, occasions, or connections acquired via inference and message interpretation. To represent and understand the best strategies for school environment that is being provided, it can be concluded that the ability of teacher's strategies regarding to the teaching and learning process are the most significant part to succeed the learners' autonomy was becoming positive and interest in EFL classroom by having good ideals on learner autonomy will lead the teacher is in strong agreement to the best appropriate specific approaches and strategies might well foster greater autonomy among English learners because On the other hand, One factor that determines how well English is taught and learned successfully is the use of teaching tactics and a strong belief in the objective of learning. It relevantly with Brown (2007) stated that strategy is a specific step that we can take on a problem occurred, and it varies greatly in each individual. Then, also argues that the learning strategies are related to receptive domains, namely intake, memory, storage and recall (Brown, 2007).

In conclusion, EFL Teaching strategies become important component to determine the success of the teaching and learning process that teachers should make decisions about their classroom teaching regarding strategies they have. It will emphasize a great impact through their aims, procedures, roles, and their learners, and a good English teacher prepares what is best for the students through certain learning strategies, especially strategies that can enhance students' build good perspective in learning English because in the learning-centered perspective to knowledge about children's learning is seen as central to effective teaching for teacher where successful lessons and activities are those which are tuned to the learning needs of young learners or to their interests of the teaching and learning activities(Cameron, 2001).

English foreign language teaching is Considered taught in schools as the context of education, English can serve as a

main or supporting subject often widely due to the role of English within a nation's daily life is influenced by geographical, historical, cultural, and other factors, not all of which are immutable. But the role of English at a given point in time must affect both the way it is taught and the resultant impact on the daily life and growth of the individual (Broughton, et al., 2002). In other side, according to Cremin (2009) English foreign language teaching is an art form which this requires not only in-depth knowledge and understanding of the material being taught, but also the ability to deliver the material creatively and effectively, as well as encourage student creativity in the learning process. By that, it can be seen that the teachers still need to learn new things about the subject matter relevant to strategies on what they are teaching, the pedagogies available to them, and the most powerful ways to help students interact with that content very teacher needs a repertoire of instructional due to education has always been awash with new ideas about learning and teaching.

Occasionally, according to Lestari, et al., (2019) said that English foreign language teaching is the subject generally taught by teacher in academic settings, such as in schools and courses where Students tend to learn English through textbooks and focus more on sentence structure or grammar. In addition, they rarely use English outside of school. Teaching English as a foreign language, will make students have opportunities to actively use the language in daily life. The key to becoming proficient in English is not only to learn passively but also to use the language communicatively in real situations as much as possible. Therefore, Teachers need to increase students' motivation in learning English and find effective strategies that can interest them so the goals of the learning process can be achieved. In conclusion, EFL teaching is skills that need to be mastered for teachers through the skills namely listening, writing, reading, and speaking due to These skills are very important for English learners to master, because they affect their ability to create information and communicate as if the students given by good strategies by the teachers.

Teachers can influence the teaching and learning process for students, the position of the teacher is a vital role which teachers need to develop teaching strategies The strategies applied by teachers can indirectly affect students' interest in learning must be structured and systematic, including methods, techniques, procedures, and processes that teachers apply during teaching. This strategy is designed to assist students in learning (Nurislam, et al., (2023).

In conclusion, the English foreign language teaching strategy is a comprehensive plan from teachers to implement learning, including expected student behavior

patterns in line with instructional objectives and an outline of planned tactics for implementing the strategy. This strategy refers to various methods used to help students understand learning material and achieve goals that can be achieved in the future. In addition, teaching strategies recognize the variety of available learning methods, thereby enabling the development of approaches that suit the needs of predetermined target groups.

The Types of EFL Teaching Strategies

Education has always been faced with new ideas about learning and teaching strategies. According to Wehrli (2003) the teaching strategies can be divided into 5 stages , they are as follow: (a) Brainstorming (b) Case-Based small group discussion (c) Demonstration (d) Games and e) independent study. Brainstorming is a process for generating multiple ideas/options in which judgment is suspended until a maximum number of ideas has been generated. Case-Based small group discussion defines as teaching strategy that has small groups of 5-10 address case-based tasks, exchanging points of view while working through a problem-solving process. Demonstration means performing an activity so that learners can observe how it is done to help prepare learners to transfer theory to practical application. Moreover, demonstration strategy involves the teacher showing learners how to do something. Games are used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for the application of principles. Carefully planned uses of games in the classroom (e.g., for practicing certain verbs, tenses, questions, locatives, etc.). Independent study is a teaching strategy designed to enhance and support other instructional activities. Learning activity is typically done entirely by the individual learner (or group of learners) using resource materials. It may be done using computer/web-based technology.

Additionally, to be a teacher, need to broaden their ability in teaching, and then enrich the teaching strategies teachers must need some kinds of strategies from many experts to encourage their profession. According to Merlot. org (1974-2014) cited in Nurislam, et al., (2023) provided twenty-three teaching strategies that can be used by teachers namely: (a) Active Learning (b) Clicker Use in Class (c) Collaborative/Cooperative Learning (d) Critical Thinking (e) Discussion Strategies (f) Experiential Learning (g) Games/ Experiments/ Simulations (h) Humor in the Classroom (i) Inquiry-Guided Learning (J) Interdisciplinary Teaching (k) Learner-Centered Teaching (l) Learning Communities (m) Lecture Strategies (n) Mobile Learning (o) Online/Hybrid Courses (p) Problem-Based Learning (q) Service Learning (r) Social Networking Tools (s)Teaching Diverse Students (t)

Teaching with Cases (u) Team-Based Learning (v) Team Teaching w) Writing Assignments.

The active learning approach is anything that students do in a classroom other than merely passively listening to an instructor's lecture. The students are more active than the teachers. The research shows that active learning can improve students' understanding and retention of information and can be very effective in developing higher-order cognitive skills such as problem-solving and critical thinking. Then, Clickers enable instructors to rapidly collect and summarize student responses to multiple-choice questions that they ask of students in class. Cooperative and collaborative learning are instructional approaches in which students work together in small groups to accomplish a common learning goal. Critical thinking is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer, and judge. It 14 brings these activities together and enables the student to question what knowledge exists. Discussion strategies engaging students deepen their learning and motivation by propelling them to develop their own views and hear their own voices. A good environment for interaction is the first step in encouraging students to talk. Next, Experiential learning is an approach to education that focuses on "learning by doing" on the participant's subjective experience. The role of the educator is to design "direct experiences" that include preparatory and reflective exercises. John Dewey pioneers this approach. Games, experiments, and simulations can be rich learning environments for students. Students today have grown up playing games and using interactive tools such as the Internet, phones, and other appliances. Games and simulations enable students to solve real-world problems in a safe environment and enjoy themselves while doing so. Using humor in the classroom can enhance student learning by improving understanding and retention.

Then, the inquiry method of instruction leads students arrive at an understanding of concepts by themselves and the responsibility for learning rests with them. This method encourages students to build research skills that can be used throughout their educational experiences. Interdisciplinary teaching involves combining two different topics into one class. Instructors who participate in interdisciplinary teaching find that students approach the material differently, while faculty members also have a better appreciation of their own discipline content. Learner-centered teaching means that the student is at the center of learning. The student assumes the responsibility 15 for learning while the instructor is responsible for facilitating the learning. Thus, the power in the classroom shifts to the student. Communities bring people together for shared learning, discovery, and the generation of knowledge. Within a learning community, all participants

take responsibility for achieving the learning goals. is the process by which individuals come together to achieve learning goals? In short, in the learning communities, all students in certain communities are responsible to their learning. Lectures are the way most instructors today learn in classes. However, with today's students, lecturing does not hold their attention for very long, even though they are a means of conveying information to students. Mobile learning is any type of learning that happens when the learner is not at a fixed location. Online and hybrid courses require careful planning and organization. However, once the course is implemented, there are important considerations that are different from traditional courses. Communication with students becomes extremely important.

Problem-based Learning (PBL) is an instructional method that challenges students to "learn to learn, "working in groups to seek solutions to real-world problems. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life and will help refer students for their careers. This approach is similar to the problem-solving approach. Then, Service learning is a type of teaching that combines academic content with civic responsibility in some community projects. The learning is structured and supervised and enables the student to reflect on what has taken place. Social networking tools enable faculty to engage students in new and different means of communication Teaching Diverse Students Instructors today encounter a diverse population in their courses and many times need assistance in knowing how to deal with them. Case studies present students with real-life problems and enable them to apply what they have learned in the classroom to real-life situations. Cases also encourage students to develop logical problem-solving skills and, if used in teams, group interaction skills. Students define problems, analyze possible alternative actions, and provide solutions with a rationale for their choices. Team-based learning (TBL) is a fairly new approach to teaching in which students rely on each other for their own learning and are held accountable for coming to class prepared. Research has found that students are more responsible and more engaged when team-based learning is implemented. The major difference in TB Land normal group activities is that the groups are permanent and most of the class time is devoted to the group meeting. At its best, team teaching allows students and faculty to benefit from the healthy exchange of ideas in a setting defined by mutual respect and a shared interest in a topic. In most cases both faculty members are present during each class and can provide different styles of interaction as well as different viewpoints. Next, writing assignments for class can provide an opportunity for them to apply critical thinking skills as well as help them to learn course content.

In supporting the broader understanding of teaching strategies, here is also a theory of teaching strategies that is very needed for teachers. According to Killen (1996) teaching strategy is the approach that the teachers use for a particular lesson and to the specific objectives for a particular lesson. There are many kinds of teaching English strategies as follows: (a) Direct Instruction (b) Discussion (c) Small-group Work (d) Co-operative Learning (e) Problem-Solving (f) Research (g) Role Play (h) Case Study (i) Writing.

In addition, a teaching strategy is an overall plan for a lesson that includes the expected structure of learning behaviors, per instructional objectives, and an outline of the tactics that will be used to implement those strategies. According to Brown (2007) stated that strategy is a specific step that we can take on a problem, and it varies greatly for each individual. Then, the learning strategies are related to receptive domains, namely: (a) intake (b) Memory (c) Storage and Recall. By Knowing those strategies, it can be defined that Intake: assesses students' abilities at the beginning of learning from previous learning. Next, the memory learning model is a learning model that uses memory to improve memory ability. Memory learning is related to how the brain works. Lastly, recall is a learning method in which one actively tries to recall information without looking at the notes. For example, after reading a chapter, you close the book and try to remember the important points.

In conclusion, the types of teacher strategy are specific approaches that teachers can take on a problem occurs that can be used as the tools for a particular lesson and to the specific objectives for a particular lesson too. Therefore, the teaching strategy should be well-performed and prepared by the teacher so the students will achieve the learning objectives and enjoy the teaching and learning process from the beginning up to the end because teachers become the facilitators in the class that have an essential role in choosing the most effective strategies needed that will have a direct impact on the success of the learning process. In the side, to have a chance in encouraging student learning motivation effectively and assess the student's abilities at the beginning of learning up to the end of learning.

The Process of EFL Teaching Strategy

The most important of the process EFL Teaching strategies must be fun with the teacher, the teacher should be able: (1) to display the construct of the teaching and learning process with student-centered learning, because it becomes an approach to education where students (2) select the appropriate strategy not just what to study but also how and why that subject might be interesting to them (Rogers,

1983). In addition, The continuity of practicing and implementing the teaching strategies in the teaching and learning process creates high impact and assists the teachers in implementing their strategies in teaching as the key to have set improvement goals, which can be linked to the performance and development cycle, therefore, the teacher should do: (1) setting goals (2) structuring the lesson (3) Explicit teaching (4) Worked examples (5) Collaborative learning (Department of Education & Training, (2017).

Relevantly, according to Abulhul (2021) the procedure of learning is triangular so it becomes a process that's shared between the teachers as facilitators, then the students as their learners, and the school becomes the provider of regulations ensuring the credibility that is necessary for teachers and students. Thus, teachers should know the various processes of their teaching strategies 'implementation to fulfill different students' learning styles. To achieve this, the following process can be suggested: (1) Presenting brief lectures that explain the lesson concepts through posing questions (2) brainstorming activities to encounter the encouragement of students to think about the lesson and present their opinions about the lesson in group discussion (3) group report activities are used to encourage students to respect each other's opinions and write final reports as a result of working together in groups (4) using online is The resources aims to combine online teaching methods with traditional methods, to help students understand the material more easily and encourage them to become independent learners. Hybrid learning makes students more interested in the subjects in class and allows them to fulfill their curiosity in learning (5) using PowerPoint: it describes those short presentations via PowerPoint at the end of the lesson helps teachers save class time and present the main ideas of the lesson in a structured manner. This method makes it easier for students to understand the material and review the important points of the lesson. In Conclusion, the process of EFL Teaching Strategy is to present the construct of the teaching and learning process with student-centered learning, because it becomes an approach to education where students choose the appropriate strategy not just for what to study but also how and why that subject might be interesting to them. Additionally, the process of EFL (English as a Foreign Language) teaching strategy includes a series of stages designed to help students master English effectively by creating a high impact of student's development in learning through practicing and implementing the objectives of the teaching as the key to have successful on the process of teaching and learning in the classroom.

The Reason of EFL Teaching Strategy

According to Paradis (2004) and Johnstone (2009) cited in Lestari, et al., (2019) said implementing good teaching and learning English at an early age (young learners' period) will describe some attractive reason: (1) to increase children's high enthusiasm for learning languages, especially in sound systems, and can understand implicit knowledge that is stored unconsciously. (2) to enrich Children naturally better at picking up the sounds and rhythms of the target language, despite having a low level of affective filters. (3) to catch the children good intuition and tend to be more confident. In addition, (4) to lead children to have more time to learn other languages and a greater ability to develop an awareness of intercultural identity. than the surrounding environment to attract the attention of the audience there.

In addition, according to Department of Education and Training (2017) implementing good teaching strategies will have the strongest impact on student learning that can be used as part of an ongoing improvement cycle embedded in professional learning communities, those can be seen in such as: (1) The teacher can diagnose a classroom need (2) investigate a problem of teaching practice (3) identify one or more a possible intervention of teaching activities (4) unpack, discuss and model more strategies (5) collectively review them as part of observation rounds. Next to further understand about the reason of EFL teaching Strategies should be implemented. Additionally, according to Khasanah et al., (2022) a teacher should have a teaching strategy and be well-prepared Indeed, one important aspect of teaching English to young children effectively is (1) to create a fun and creative learning atmosphere through the teacher's strategy so that children do not feel pressured when studying foreign languages (2) to achieve the learning objectives and (2) to enjoy the teaching and learning process from the beginning up to the end.

In conclusion, the reason of using the EFL Teaching Strategy is to provide and offering effective classroom by choosing the most effective strategies needed. Then, to encourage students to be more active participants in the learning process which will give much time for students to pronounce certain English words and it discover new things and become more interested in the learning material. Improved self-confidence on cycle embedded in professional learning communities. Strategies like demonstration or role play can help students feel more excited and improve their self-confidence. To help students follow and enjoy the teaching content on the language learning strategies variations in order to provide the learners improve their knowledge of a target language.

METHOD

Research Design

This research employed a qualitative approach. According to Astalin (2013) Four major types of qualitative research design are the most commonly used. They are: 1) phenomenology 2) ethnography 3) grounded theory 4) case study. In this research, the writer focuses on phenomenology because according to Creswell (2017), the qualitative approach focuses on a detailed exploration of the individual or group's phenomenon to a social or human being. In this context, the phenomenon description is about the English foreign language teaching strategies which are employed by the teacher in teaching English to young learners in Public primary schools where qualitative research is also a structured scientific explored and seeks to develop a comprehensive approach, mostly through narrative and description, to help researchers understand a particular social or cultural phenomenon.

Additionally, according to to McMillan and Schumacher (1993) cited in Astalin (2013) qualitative research is defined as "a primarily inductive process of organizing data into categories and identifying patterns (relationships) between categories." This definition suggests that data and meaning emerge naturally from the research context. Qualitative research is conducted by combining observations, interviews, and document reviews, emphasizing the importance of viewing variables in their natural environment. In qualitative research, interactions between variables are very important. Detailed data is collected through open-ended questions that allow direct quotations from respondents, and interviewers are an important part of this investigative process research instruments are devices that can be used to collect the data relevant to this study. the researcher uses instruments such as documentation, interviews, and other supporting documentation. These instruments are usually used to fulfill the needs of the research. The researcher uses documentation The technique used in this research aims to prepare the data that related to the subject of the study exactly the EFL Teacher in Public Primary School. The data were collected by using the following steps, they are: (1) Doing observation (2) Interviews and (3) Documentation with other supporting Documents will be used to collect the data. The researcher interviews the teacher to understand what, how, and why the strategies are implemented in teaching English to Young Learners.

Qualitative case study research technique was chosen for the current study because it allowed researchers to gain a deeper understanding of the world through "close and extended analysis of the particular" (Hood, 2009, p. 66). According to Stake (1995), a case study can be viewed as both an object of research and a method. The case—EFL Teacher—as well as the setting in which they are obtaining their teacher education are discussed in the next section. Considering the goal of the current investigation was to

obtain detailed, context-specific, and tangible knowledge regarding beliefs in a real-world setting, a case study was a suitable research method. The researchers were able to investigate the key components and significance of the participants' beliefs according to this methodology. Furthermore, the reasoning behind choosing this specific scenario to help address the study question is explained. The University of Macau Ethics Review Board examined and approved the research technique, which was assigned reference number SSHRE19-APP071-FED.

Participants and Context

7 EFL (English as a Foreign Language) educators from North Sumatra, Indonesia, who had been teaching for five years participated in the study. All of the participants were female, between the ages of 26 and 30, and they represented a variety of backgrounds and educational settings in the area. Situated on the western coast of Sumatra, an island in Indonesia, North Sumatra has a diverse range of languages and a rich cultural fabric. Numerous ethnic groups, each with its own language and cultural customs, call the region home, adding to its rich sociocultural landscape. The study's participants were chosen based on their depth of experience instructing a variety of North Sumatra student groups in English. They offered insightful information about the opportunities and difficulties of English language instruction in the area since they represented a variety of teaching contexts, including community-based English programmes, private language schools, and public schools. Through semi-structured interviews and focus group discussions, study participants offered their thoughts, experiences, and methods of instruction. Through these exchanges, a more complex understanding of the sociocultural elements affecting English language instruction and learning in North Sumatra as well as the methods instructors use to meet the individual needs and difficulties of their pupils was provided.

Data Collection

In order to gather data for this study, the seven EFL teachers in North Sumatra, Indonesia, participated in semi-structured interviews. The purpose of the data collection techniques was to obtain comprehensive, qualitative information about the teaching experiences, viewpoints, and methods of the participants over their five years of English teaching.

Every participant was interviewed one-on-one to learn more about their perspectives, opinions, and personal experiences with teaching English to young students in North Sumatra. Participants were able to share their individual viewpoints and narratives while still having flexibility in how they were questioned about particular subjects thanks to the semi-structured approach. The

sociocultural background of language instruction, difficulties encountered, tactics used, and instructional approaches were among the important subjects discussed in the interviews.

RESULTS AND DISCUSSION

The stages involved in the research is seven EFL teachers share different approaches to teaching English to young students and their experiences in the process. The diverse backgrounds and teaching contexts that each teacher brought to the table enhanced the variety of viewpoints that were weaved throughout the research.

Table 1 Interview Key Insight

Participant	Focus Area	Key Insight
1.AM, 25	Technology Integration	Adaptive learning platforms deliver personalized learning experiences by analyzing students' performance and preferences. These platforms dynamically adjust content and difficulty levels to match each student's needs, providing tailored feedback and optimizing language acquisition outcomes.
2.R, 27	Storytelling for Language Acquisition	Stories facilitate language acquisition naturally. - Storytelling techniques develop listening, speaking, and reading skills.
3. RF, 25	Technology Integration	Gamification transforms language learning into an enjoyable and motivating experience by incorporating game elements such as points, levels, and rewards into English lessons. Games promote curiosity, sustained engagement, and risk-free language practice.
4.SA,25	Technology Integration	Online collaborative tools, such as virtual classrooms and discussion forums, facilitate communication and collaboration among young learners. These platforms support social learning and provide opportunities for authentic language use beyond the classroom.
5.SS, 25	Technology Integration	Incorporate interactive apps, educational websites to create immersive learning environments. By harnessing technology, teacher can make different

		learning styles and keep students engaged.
		Creating a supportive environment is crucial. - Pair/group activities and role-plays encourage authentic communication.
6. TS,27	Communicative Classroom Environment	Technology enriches learning experiences. - Interactive apps to create immersive environments.
7.VV,26	Technology Integration	

The data analysis reveals a predominant emphasis on technology integration among participants, with a variety of approaches highlighted. Adaptive learning platforms are lauded for their ability to personalize learning experiences by analyzing individual students' performance and preferences, dynamically adjusting content and difficulty levels to match their needs. Participants also champion gamification as a transformative tool, infusing language learning with elements such as points, levels, and rewards to make it enjoyable and motivating. Moreover, the use of online collaborative tools like virtual classrooms and discussion forums is celebrated for fostering communication and collaboration among young learners, extending opportunities for authentic language use beyond the classroom. In addition to technology, storytelling emerges as a significant approach for language acquisition, with its innate ability to develop listening, speaking, and reading skills in learners. Finally, there is a shared recognition of the importance of creating a supportive classroom environment, where pair and group activities, along with role-plays, are highlighted as effective strategies for encouraging authentic communication among students.

Table 2 Data Analysis

Focus Area	Key Insight
1. Technology Integration	Adaptive learning platforms: Deliver personalized learning experiences by analyzing students' performance Preferences, dynamically adjusting content and difficulty levels. - Gamification: Transforms language learning into an enjoyable and motivating experience by incorporating game elements such as points, levels, and rewards into English lessons. - Online collaborative tools: Facilitate communication and collaboration among young learners, supporting social learning and providing opportunities for authentic language use beyond the classroom.
Storytelling for Language Acquisition	Stories facilitate language acquisition naturally. - Storytelling techniques develop listening, speaking, and reading skills.

Communicative Classroom Environment	Creating a supportive environment is crucial. - Pair/group activities and role-plays encourage authentic communication.
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The analysis of participants' insights reveals a multifaceted approach to teaching English to young learners, with technology integration emerging as a prominent theme among approximately 57% of the participants. Participants champion adaptive learning platforms for their capacity to tailor learning experiences to individual student needs, alongside the implementation of gamification techniques to enhance engagement and motivation, noted by around 71% of respondents. Additionally, approximately 43% of participants' highlight online collaborative tools for their role in facilitating communication and collaboration among students. Storytelling emerges as another significant strategy, praised by about 14% of participants for its natural ability to engage learners and develop essential language skills such as listening, speaking, and reading. Moreover, participants emphasize the importance of fostering a communicative classroom environment, where supportive atmospheres and interactive activities like pair and group work facilitate authentic language use, a sentiment echoed by roughly 29% of respondents.

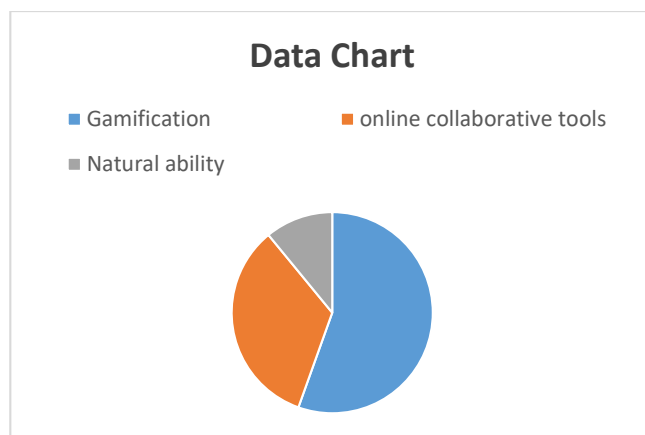


Chart 1 The Result

CONCLUSION

Based on the findings above it can be conclude that wide variety of techniques and methods are revealed when EFL teachers' thoughts about effective practices in teaching English to young learners are investigated. A common element is the integration of technology, with a focus on gamification, online collaborative tools, and adaptive learning platforms to boost engagement, personalize learning, and promote student communication. Moreover, the writer tries to put a big conclusion, this research has some suggestions, namely:

1. Teachers

Teachers of English in particular should think about using best methods and media to improve their students' ability in English. The teachers should be provided wider paradigm how to create and bring the EFL primary students are enjoying the class and fun. Finally, the teacher needs more time to join training or workshops to be impactful practitioner in education field who can share many successful ways to help the students learn English.

2. Further researchers

This study can be a reference to create suggestive next researchers with the same title or close with this content that can enlarge this title more detail by giving many reasons to promote the importance of teaching English to young learners from a teacher or educator point of view.

3. Government or institutional education

This study can be a reference to create suggestions for our government or institutional education. The government should continue to put English subjects in primary schools as the obliged subject not as a local or even optional subject. It might be useful for the advancement of the Indonesian education world to compete with foreign students who are very tough in English comprehension. On the other side, English should be taught to young learners in Indonesia at the beginning level of education to prepare them to get and face global and wider comprehension next level.

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