

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter explains the research results and findings related to the research questions.

Based on the results of observations, interviews, and documentation, this study shows that teachers in grade IV at SDN 1 Sungai Tiung use several main strategies in teaching English to elementary school students. The most dominant strategy is the use of Total Physical Response (TPR), which is a strategy where teachers give instructions in English and students respond through physical movements.

1. Demonstration Strategy

The demonstration strategy is a strategy in which the teacher demonstrates an action, shows an object, or exemplifies how to do something so that students can see the model directly. Steps:

- a. The teacher demonstrates the action or shows the object (for example, pointing to colors, showing objects, demonstrating vocabulary such as open, close, stand up, sit down).
- b. The teacher mentions vocabulary or phrases while demonstrating the action.

- c. Students imitate the words and movements demonstrated by the teacher.
- d. The teacher gives simple instructions such as “Show me red,” “Point to the window,” or “Stand up.”
- e. Students respond to the teacher's instructions through action.
- f. The teacher provides reinforcement so that students understand the words and their meanings by seeing examples directly.

2. Look and Say Strategy

This strategy uses visuals such as pictures, vocabulary cards, or real objects. Students look at the object first, then say the word in English. Steps:

- a. The teacher shows a picture, vocabulary card, or real object.
- b. The teacher clearly says the related vocabulary, for example, “apple,” “blue,” “five.”
- c. Students are asked to repeat the word together.
- d. The teacher repeats several times until students can say it correctly.
- e. The teacher conducts identification exercises, for example, “What is this?” while showing a picture.
- f. Students say the word independently without the teacher's help.

3. Reading and Repeating Strategy

This strategy is carried out by the teacher reading words or phrases, then the students repeating them. The aim is to practice pronunciation and vocabulary recognition. Steps:

- a. The teacher displays picture vocabulary on the board.
- b. The teacher reads the words with correct pronunciation.
- c. Students repeat the words together or individually.
- d. The teacher repeats several times until students can pronounce the words correctly.
- e. The teacher gives examples of how to use these words in simple sentences.
- f. Students read again independently as practice.

4. Supporting and Inhibiting Factors in the Success of English Language Learning in Grade IV at SDN 1 Sungai Tiung

- a. Supporting Factors

1) Student Enthusiasm

The majority of students expressed great interest and desire when learning was presented through games, quizzes, and group activities. It played a crucial role in the development of the educational anhelo.



2) The Application of the Strategies

Teachers work hard to ensure a positive learning environment in the classroom and introduce basic concepts in an approachable and friendly manner.



3) Conducive School Environment

Support for local content in English and a pleasant learning environment help to ensure that the educational program is sustainable.

4) Relevance of Material to Everyday Life

The information that they provide, such as the colors, numbers, saludos, and names of local objects, is relevant to their daily routine and makes it easier for the students to learn.



Teachers also use singing strategies to train students to respond in simple English. Several cooperative strategies such as small group discussions, language

games (gamification), and paired work activities are also used, although not consistently. The use of media such as picture vocabulary cards is limited by facilities, preventing optimal use of technological media.

Based on the study's findings, these strategies can be used more effectively to increase student engagement in learning. The use of picture cards and games has been proven to make students more active, focused, and participatory because physical activities help them understand instructions directly. Teachers can maximize this strategy by providing more variety in movements and combining them with simple games so that students do not get bored quickly.

Overall, the findings show that these strategies can increase student engagement when:

1. Activities are varied and not too long so that students do not lose focus.
2. Teachers provide praise, motivation, and interesting examples to boost student confidence.
3. Learning media are used to their fullest potential, even if they are simple.
4. Two-way interaction between teachers and students is enhanced, rather than teachers being the sole focus of learning.

With the right strategies and balanced variety, teachers can create a more enjoyable and interactive learning environment that encourages students to fully engage in English language learning at SDN 1 Sungai Tiung.

Based on the results of the student observation, it can be seen that most students show a positive interest in learning English. This is indicated by the first statement, which reveals that students are interested in learning English, although they still experience some difficulties in the learning process. In addition, students also reported that they enjoy various activities conducted during English lessons, indicating that the learning activities implemented by the teacher are able to create an enjoyable and engaging learning atmosphere.

However, the results also show that students tend to dislike group learning. This can be seen in the third statement, which indicates that most students prefer to learn individually or in pairs rather than in groups. This suggests that students are not yet accustomed to or comfortable with group-based learning activities in English classes.

Regarding the use of instructional media, the findings reveal that the teacher rarely uses learning media such as music, pictures, or videos. This limited use of media may affect students' understanding of the lesson. This is supported by the fifth statement, which shows that students do not fully understand the teacher's explanations delivered in English. Nevertheless, students demonstrate a relatively good ability to understand questions asked in English, as reflected in the sixth statement.

Furthermore, the questionnaire results indicate that students rarely use English to communicate with others, both inside and outside the classroom. They are also not accustomed to practicing English at home, suggesting that their exposure to English is still limited to classroom activities.

Despite these challenges, most students reported that they feel comfortable learning English in class. At the same time, they also acknowledged that they still struggle when learning English, which highlights the need for more varied and innovative teaching strategies to help improve students' understanding and English language skills.

Student Observation Results Narrative :

According to the investigation's findings, the students at SDN 1 Sungai Tiung showed a keen interest in studying Engels. The responses demonstrate their enthusiasm for learning English as well as their proficiency in some class activities.

Based on the observation results, teacher rarely uses motivating learning media such as music and pictures in the English learning process. This condition indicates that the teaching strategies applied are still limited to conventional methods, which are less able to accommodate the learning needs of elementary school students who tend to require visual and audio stimulation to enhance their understanding and learning interest.

In addition, students experience difficulties in understanding the teacher's explanations that are delivered entirely in English. This suggests that the strategy for presenting the material has not been fully adjusted to the students' language proficiency levels. Therefore, strategies such as using direct demonstrations, visual media, and interactive activities are needed to help students understand the material more easily.

Students said they seldom ever use English at home and hardly ever use it to communicate with others, both inside and outside of the classroom. Even while students still occasionally struggle to understand or use the language, they enjoy studying English a lot.

With great enthusiasm, Engels will be taught by the investigators of the investigation, which was concluded in the late afternoon. To improve their language skills, however, they still need support in the form of a more motivating curriculum and more frequent training.

B. Discussion

1. Strategies Used by Teachers in Teaching English at SDN 1 Sungai Tiung

Based on the findings obtained from classroom observations, interviews, and documentation, English teachers at SDN 1 Sungai Tiung use several strategies in teaching English to elementary school students. These strategies are deliberately selected to suit the characteristics of young learners, who tend to learn more effectively through fun, interactive, and repetitive activities. This is in line with Cameron's (2001) theory which states that young learners are easily distracted and have short attention spans; therefore, engaging and participatory learning activities are needed to maintain their interest.

One of the main strategies used by teacher is the integration of games, picture vocabulary, and songs into English lessons. These activities are used to practice vocabulary, simple grammar patterns, and basic speaking skills. Games such as guessing vocabulary words and matching words with pictures

create a fun learning atmosphere and encourage students to actively participate in class. Songs and chants are also often used to introduce and reinforce new vocabulary, as rhythm and repetition help students remember words more easily. Repetition is used to help students internalize new words and expressions. By asking students to repeat words or sentences together, teachers create a safe learning environment where students feel more confident practicing English without fear of making mistakes. This strategy is especially effective for young students who are still developing their pronunciation and confidence in speaking.

Furthermore, the teacher used positive reinforcement and constructive feedback as an essential motivational strategy. Praise, encouragement, and simple rewards were given to students who participated actively or showed improvement.

Constructive feedback is given in a supportive manner to guide students without making them feel discouraged. This approach helps maintain student motivation and fosters a positive attitude toward learning English.

Overall, this strategy reflects the teacher's efforts to create an engaging, supportive, and student-centered learning environment that meets the developmental needs of young students in grade 4 at SDN 1 Sungai Tiung.

2. Implementation of Teaching Strategies to Enhance Students' Engagement in English Classes at SDN 1 Sungai Tiung

The implementation of these teaching strategies plays an important role in increasing student engagement in English lessons in grade 4 at SDN 1 Sungai Tiung. Teachers apply these strategies systematically and in a child-friendly manner, ensuring that learning activities are fun, meaningful, and appropriate for elementary school students. Teacher often began lessons with fun and movement-based activities, such as warm-up songs and chants. These activities helped attract students' attention, activate prior knowledge, and create a positive classroom atmosphere before introducing new material. The use of songs and chants also allowed students to become familiar with English sounds and expressions in a natural way.

To introduce and review vocabulary, teachers use picture vocabulary. Picture vocabulary make abstract English words more concrete and help students associate words with images. Teacher also implement various game-based activities that encourage students to compete in a friendly manner while practicing English. These games increase student enthusiasm and reduce anxiety during the learning process.

Moreover, teachers designed activities that allowed students to practice English in pairs or small groups. Pair and group work provided more opportunities for students to use English actively, communicate with peers, and learn collaboratively. This approach supported students' social

interaction and increased their confidence in using English in real communication contexts.

By implementing game strategies, picture vocabulary, and songs, the fourth-grade teacher at SDN 1 Sungai Tiung successfully created a dynamic and engaging English class. These strategies not only attracted students' interest but also supported their language development and built a positive foundation for future English learning.

a. Inhibiting Factors

1) Educational resource benefits

Teachers continue to use blackboards and textbooks even though they now have no access to additional resources such as audio recordings or multimedia.

2) Uneven student abilities

Not all students have the same abilities; some students can absorb knowledge quickly, while others find it more difficult, resulting in an uneven learning process.

3) Lack of diversity in teaching methods

Students quickly lose interest in traditional teaching methods such as question and answer sessions, especially when they are required to read and write.

4) Lack of an environment conducive to language use.

The use of English is not very common outside the classroom. Because learners cannot speak in their native language, they are unable to express their communication skills orally.

b. Implications

The idea is that with the right orientation, the Engelse students in class IV at SDN 1 Sungai Tiung will improve. It is also important to address limited issues by using more expansive teaching methods, basic creative media, and additional attention for students that struggle. This generosity makes it possible for every student to benefit from a more effective and nurturing learning process.

It is essential to optimize the language teaching system in grade IV of SDN 1 Sungai Tiung by using more diverse teaching methods and expanding the availability of auxiliary media in order to ensure that students learn English in a more engaging, communicative, and friendly manner.