Teachers' Implementations of Teaching Techniques for Young Learners

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Abstract: Although often taking part in seminars and workshops on how to teach English to their students, it seems that elementary school teachers of English (though not all) do not really implement what they have received in their classrooms. The seminar that the English Department of Widya Mandala Surabaya Catholic University held on the 8th of August 2015 was a workshop where the participants, the elementary school teachers of English, were trained to demonstrate how to use drama, storytelling, games and songs as techniques in teaching English to their students. They were expected to be able to use these techniques in their respective classrooms. The techniques became the alternatives to the current techniques being practiced at schools to enliven the learning atmosphere. Therefore, this study which is the third level or the last level of our project on developing an English handbook for English teachers at elementary schools, is in the form of an observational study describing how the teachers implemented the techniques ~ drama, storytelling, games and songs ~ in their respective classrooms, students' responses and what problems took place when the teachers were carrying out the techniques. The results show that the teachers were able to teach those techniques in their classes, students actively took part more actively in their English class, and they liked games and songs much.

Key words: English handbook, observation, teaching techniques

Abstrak: *Guru bahasa Inggris di tingkat sekolah dasar seringkali tidak mengimplementasi teknik-teknik pengajaran bahasa Inggris yang mereka dapatkan dari seminar atau lokakarya yang telah mereka hadiri. Pada tanggal 8 Agustus Program Studi Pendidikan Bahasa Inggris mengadakan lokakarya bagi para guru bahasa Inggris sekolah dasar, dimana mereka dilatih untuk mengajar bahasa Inggris menggunakan teknik drama, storytelling, games dan songs. Mereka diharapkan dapat menggunakan teknik-teknik tersebut di kelas masing-masing. Studi ini yang merupakan tahap ke tiga dari serangkaian penelitian yang telah menghasilkan buku Panduan mengajar bahasa Inggris bagi guru bahasa Inggris di sekolah dasar, bertujuan untuk mengobservasi para guru yang telah mengikuti lokakarya di kelas masing-masing. Melalui observasi ini dideskripsikan cara mengajar guru menggunakan teknik tertentu berfokus pada proses belajar mengajar, kendala yang dihadapi dan respons dari siswa dengan rubrik bagi setiap teknik. Hasil yang diperoleh dari observasi tersebut adalah bahwa guru pada umumnya berhasil menggunakan teknik2 tersebut dalam proses belajar mengajar, siswa menjadi lebih aktif dan mereka terutama menyukai games dan songs.*

Kata kunci: *panduan mengajar bahasa Inggris di sekolah dasar, observasi, teknik mengajar*

INTRODUCTION

In teaching English to young learners, teachers may use either the child-centered approach (CCA) or the influential approach (IA). The child-centered approach is much influenced by humanistic and constructivist approaches. Both differ in the emphasis and intention. Humanistic approaches emphasize the importance of the inner thoughts and feelings of each learner and intends at helping children reach their full potentials as 'whole' people, while constructivist approaches enhance the child as an individual who tries to make sense of the world to find himself or herself (Paul, 2003).

The IA consists of Behaviorist approaches, Input approaches, and Multiple Intelligences. Behaviorist approach emphasizes on the reinforcement of behavior through repetitions and rewards. This approach is teacher-centered with a clear lesson plan and syllabus, has drills and choral repetitions, prevents errors, and uses praise and rewards as reinforcement.

In Input approaches, teachers, tapes, and reading materials can be the sources of the language inputs of learners. The approach puts learners to English exposures where they are at the current level, or they are exposed to

the higher level when they are ready. Unless they are ready, they are not supposed to produce new words and patterns. Teachers can introduce new words and patterns to the learners, especially young learners, through physical demonstration and, therefore, make the learners physically active.

Multiple intelligences emphasize that parents and teachers have to recognize their children's and students' intellectual strength since their intelligence is different from one another; thus, the parents and teachers have to maximize their children's and students' intellectual capacity (Paul, 2003).

LITERATURE REVIEW

A.   How young learners learn languages

Lightbown and Spada, quoted by Brewster (2007) found that children imitate adults and analyze how language works; rather than IQ, setting and context play an important role in acquiring a language; high motivation is a factor for language learners to be successful in language learning; and language must be contextualized so that students can understand it.

Brewster also states that there are six stages for children to undergo when learning a first language: 1) babbling (0-1 year), 2) first word (at eleventh month), 3) two words (between eighteen months up to two years, 4) building creative syntactic and lexical complexity (third and fourth years), 5) expanding vocabulary and understanding on words, and 6) daily conversation skills.

B.   The characteristics of young learners

As young learners are not the same as adults, teachers must know their characteristics, which are as follows:

- being curious (Perry, B.D.)
- being active and mobile
- having capacity to grasp meaning (Halliwell, 1992)
- having their own world of imagination (Halliwell, 1992; Slattery & Willis, 2001).
- playing and learning best when having fun activities (Halliwell, 1992; Slattery & Willis, 2001, Scott&Ytreberg, 2004).
- talking a lot (Halliwell, 1992).
- being creative with limited vocabulary and grammar (Halliwell, 1992).

- having short concentration span
- being unable to think abstract things
- being more interested in "here and now"
- good at imitating things
- having the capacity for indirect learning (Halliwell, 1992).

C.   Techniques of teaching English to young learners

Considering young learners' characteristics in the previous section, experts suggest interesting techniques to teach them English. Some of them are through storytelling, drama, songs, and games.

1.   Storytelling

Storytelling is a technique of teaching English to young learners where the teacher tells a story using a story book or picture book or puppets. There are some reasons for using storytelling to teach young learners: (1) helping children master the rhythm and sounds of the language, (2) helping children master the vocabulary and grammar of the language, (3) helping children practice Listening, Speaking, Reading and Writing skills, (4) helping children learn about the world through picture books, (5) helping develop children's imagination, and (6) helping children deal with their feelings, so they can accept their own feelings and understand other people's feelings.

2.   Drama

Drama or role play is actually the development of storytelling. The teacher may use the same story and design the story to be a short drama that can be performed by his/ her young students. This will make the students like English better. The technique has positive effects to the students: (1) making young students actively involved, (2) being motivated in the teaching learning process, (3) guiding students to use the language appropriately in a specific context, (4) improving social and interpersonal skills, (5) improving imagination, cooperation, creativity, and critical thinking, and (6) stimulating long-term memory for what the students have learned.

3.   Songs/chants/rhymes

A song is a piece of musical composition accompanied with lyrics. Songs for young learners are usually about nature, animals, or anything of children's world. A bit different from song, a chant is rhythmic lines

without melody. Rhymes, which are the same sounds at the end of lines, can be found in songs as well as chants.

Singing songs is usually children's favorite **activity** as **it** can bring an enjoyable atmosphere in the classroom and their mind. Brewster (2007) gives some of the reasons why songs are good for learning English. Linguistically, songs, chants, or rhymes introduce the English structure and reinforce vocabulary. They also improve young learners' pronunciation. Meanwhile, they develop the four skills in an integrated way. Further, they introduce and familiarize children with the target language culture.

Affectively, songs, chants, and rhymes add fun to learning. They also motivate children, even shy ones, to participate, encourage a feeling of achievement and confidence by learning through chunks of language that they can demonstrate in front of parents or peers.

4.   Games

Games are any fun activities that give young learners chances to practice English. One of the ways to make students actively participate in classroom is playing games. There are reasons why games are used; some of them are as follows: (http://www.iolpmezunu.com/f70/games-young-learners-18896)

- arousing students' interest and motivation in participating in the lesson.
- giving students a chance to communicate meaningfully.
- making students feel less anxious as they play games with only some of their friends.
- forming students' basic skills in using the Target Language (TL).
- building a learning spirit as students take most of the roles while the teacher becomes a facilitator only.
- encouraging each student to take his/her turn.
- involving kinds of intelligences: spatial, visual, kinesthetic, interpersonal, etc.
- creating a 'natural context' to use TL besides as a teaching-learning variety in a lesson (http://www.cambridge.org.br/for-teachers/teaching-tips/teaching-young-learners?games&id=160)

METHODOLOGY

The research design of this study is an observational study. The purpose of this observational study is to obtain information about how English teachers are using the techniques ‒ storytelling, drama, songs and games ‒ in teaching their respective students at the elementary schools and to find out the problems they encounter in implementing those techniques in the classroom.

In order to have a multiplier effect to other elementary school teachers of English, the research was also designed to describe what techniques teachers of elementary schools usually teach English to their students and the reasons why they use those techniques.

A.   The subjects

The subjects chosen for this study were eight English elementary school teachers who followed the TOT workshop on August 8th, 2015, but only seven responded. Those seven teachers came from various schools which had been the respondents of this study at the beginning. Each teacher was assigned one technique according to the lot made by the researchers as described in Table 1 below. The teachers prepared their lesson plans based on the format of model lesson plans they had got in the TOT. They may use different materials suitable to the level of their students.

Out of those seven teachers who were observed, four were chosen to demonstrate the techniques in front of other elementary school teachers of English in a workshop held on the 30th of July 2016, which was attended by twenty-six teachers of English at elementary schools in Surabaya.

B.   The instrument

The instruments were in the form of an Observation Sheet covering the way the teachers implemented the technique in class, the material they used, the media presented to students. Besides, an interview was conducted to the teachers and the result supported the one obtained by the questionnaire. In the workshop on 30th of July 2016, a questionnaire was also distributed to twenty-six teachers of English at elementary schools, asking which techniques they usually used and why they used those techniques.

C.   How the observation was done

The writers used the following steps. First the schools were chosen and contacted. Then the teachers of those schools were asked to make a Lesson

Plan for one of the four techniques. When the teacher was carrying out the technique assigned in her class, she was monitored by one of the researchers using the prepared rubrics. The researcher recorded how the teacher performed in class based on each of the stages of presentation: pre-instructional activity, whilst-instructional activity, and post-instructional activity. To get the complete description of the use of that particular technique, out of seven teachers only one could be interviewed since the others had to teach another class after the observation.

D.   Data analysis

After the observation was done, then all the results, as well as the answers from the teacher who was interviewed, were collected and analyzed. After that, a conclusion was taken to find out if there were any suggestions that were beneficial for English teachers teaching at elementary schools.

RESULTS

The implementation of the four techniques was observed in seven schools located in Surabaya, namely *Pencinta Damai* Catholic Elementary School, *Kristus Raja* Catholic Elementary School, *Yohanes Gabriel* Catholic Elementary School, *Mentari Kasih* Elementary School, *Stella Maris* Catholic Elementary School, *St. Angela* Catholic Elementary School, and *St. Carolus* Catholic Elementary School. The schedule of the observations can be seen in:

Table 1:
The Schedule of Class Observations

No	Techniques	Observed Schools	Observed teachers	Dates of Observations
1	Songs	*Pencinta Damai* Catholic Elementary School, Surabaya	Francisca Fenny Widyanti, S.Pd.	7 April 2016
2	Pictures to teach vocabulary	*Kristus Raja* Catholic Elementary School, Surabaya	Sesilia Endang P., S.Pd.	11 April 2016

3	Game to teach The Simple Present Tense	*Yohanes Gabriel* Catholic Elementary School, Surabaya	Maria Cecilia Meilawaty, S.Pd.	14 April 2016
4	Songs	*Mentari Kasih* elementary School, Surabaya	Sagita Oetomo, S.Pd.	14 April 2016
5	Storytelling Fruits, Vegetables, and Colors	*Stella Maris* Catholic Elementary School Surabaya	Titien Yustiana, S.S	14 April 2016
6	Game Days of the week	*St. Angela* Catholic Elementary School, Surabaya	Veronica Indriati, S.Pd.	21 April 2016
7	Drama Legend of Lake Toba	*St. Carolus* Catholic Elementary School Surabaya	Januette Ovelia T., S.Pd.	28 April 2016

During the observations, the teachers were evaluated on the basis of stages of the presentation, teacher's and students' performance, quality of the presented materials, and the teacher's attitude.

In general, the presentations started with the pre-instructional activity where the teachers began eliciting ideas of what the students had got before, telling a story with the introduction of the characters followed by the students' performance and some activities, or giving triggering questions concerning the topic to be taught.

In the whilst-instructional activity, the teachers explained or reintroduced the materials through songs, pictures or video followed by such activities that engaged the students actively in the classroom, or the teachers asked the students to perform short parts of the story as mini drama before doing some other activities reflecting the story.

In the post-instructional activity, the teachers reinforced what the students had got by giving them some exercises to do. The students' performance shows the students' positive response and active engagement in all activities, such as doing the exercises, doing some games, singing or performing mini drama. They really enjoyed the activities.

All the teachers had prepared all the materials seriously in accordance with the level of the students. However, it was suggested that when making

pictures, the teachers should think of the size so that the students sitting in the back could see them.

The teachers were all supportive to what the students did by encouraging them to perform, help them with clues while having difficulty to do the exercises, positively respond to any questions the students asked, and enthusiastically teach the students by creating media to make them understand the lesson easily.

The results of teacher observations can be seen below in accordance with the order as stated in Table 1 above are as follows:

1. Teacher   : Francisca Fenny Widyanti, S.Pd.
   School   : *Pencinta Damai* Catholic Elementary School at Randu no. 3, Surabaya
   Technique   : Songs

PERFORMANCE STAGES	EVALUATION
Stages of Presentation *Pre-Instructional Activity*	She elicits ideas from the students by introducing the vocabulary to them. She did not give any handouts, as she uses some realia .
Whilst Instructional Activity	When she started explaining the material, she reintroduced the vocabulary again through a song accompanied with pictures. She repeated the song twice, then she asked the students to sing along while acting out the actions found in the song.
Post Instructional Activity	In this part, she asked the students once again to sing the song together, to reinforce the topic, which is about preposition.
Students' Performance	The students were able to act out as well as pronounce the words correctly. They were actively engaged in the whole process of learning. And from their answers to the teacher's questions, it can be concluded that they understand the material and enjoy the process of learning also.
Quality of the Song	The song was well-chosen, as it reflects the topic being learned, it was suitable for the students' level, so it could be easily remembered. As it has pictures, it was entertaining.
Teacher's Attitude	Overall, she presented the lesson in a systematic way, she was patient and encouraging to make students' participate.

Notes: The teacher prepared her lesson well, she chose the right song to be presented in class. Her performance in teaching was good and satisfying.

2. Teacher   : Sesilia Endang P., S.Pd.
   School   : *Kristus Raja* Catholic Elementary School at Wisma Permai Tengah no. 1, Surabaya
   Technique : Pictures to teach vocab

PERFORMANCE STAGES	EVALUATION
Stages of Presentation *Pre-Instructional Activity*	The teacher was able to elicit vocab about clothes that they had been taught. The teacher went on with the introduction of new vocab about clothes too and colors. She introduced the words through pictures flashed on a screen.
Whilst Instructional Activity	The teacher re-introduce the vocab (clothes and colors) that they just learned through pictures.
Post Instructional Activity	The teacher let the students do the exercise by naming the kind of clothes and color the picture as instructed.
Students' Performance	The students did the class activity lively. They understood the topic being taught. They could answer the teacher's questions and they were actively engaged in the class activity, either doing the assignment in their books or going to the whiteboard to answer the exercise. They were standing and raising hands.
Quality of the pictures	Pictures drawn on cards are not big enough for students sitting in the back, but those on the screen are big and clear enough to be seen from back of the class.
Teacher's Attitude	The teacher actively encouraged the students to learn and answer the questions. She tried to involve all the students to participate. She helped the students by giving a clue if they had difficulty in answering the exercise. In this activity, it is suggested that the pictures be put in a fairly big piece of carton so that they could be seen from the back of the class.

Notes: The teacher presented the material by reviewing what the 2nd grade students of elementary school had got before, and then introduced the new words. She presented the material so well that the students were attentive and active to participate.

3. Teacher   : Maria Cecilia Meilawaty, S.Pd.
   School   : *Yohanes Gabriel* Catholic Elementary School on Teratai
                  Street, Surabaya
   Technique : Game

PERFORMANCE STAGES	EVALUATION
Stages of Presentation	-The teacher greeted the students
Pre-Instructional Activity	-The teacher asked some triggering questions in simple present tense.
	-The students replied the teacher.
	-The students were asked questions to describe a picture
Whilst Instructional Activity	-Students watched a video
	-Teacher discussed the video with the students by giving
	comments and asking questions as follows:
	-The students read a text given by the teacher.
	-The students answered the questions based on the text
	-The students complete the conversations and number the
	pictures.
	-The students played with the dice then stick the frequency
	label on the picture. Meanwhile, the teacher asked questions based on the dice as follows:
	How often does he swim? (He swims every Sunday.)
	How often does she play the piano? (She plays the piano two or three times a week.)
	How often do you read newspaper? (I read a newspaper every morning.) etc.
Post Instructional Activity	-The teacher reviewed the material about the Simple Present Tense.
	-The students did a writing exercise on the worksheet.
Students' Performance	The students looked happy because they experienced something new which was interesting for them, playing a game in the English class. They were excited to participate in the game.

Quality of the Game	The game was simple but functional in teaching the use of the simple present tense. The teacher had made the teaching aid in the form of a large thick paper consisting of pictures of a child's activities every day in the whole week. With this media, the students learn the concept of adverbs of frequency and practice the use of the simple present tense effectively.
Teacher's Attitude	Although she was a calm teacher, she was creative and able to carry out the game very well. Once in a while, the students laughed because of her funny way in presenting a model mini dialogue using some puppets.

4. Teacher : Sagita Oetomo, S.Pd.
   School : *Mentari Kasih* Elementary School at Medokan Asri no. 74 – 80, Surabaya
   Technique : Songs

PERFORMANCE STAGES	EVALUATION
Stages of Presentation *Pre-Instructional Activity*	She elicits ideas from the students by introducing the vocabulary to them. She did not give any handouts, as she used a lot of modeling the actions.
Whilst Instructional Activity	When she started explaining the material, she introduced the vocabulary through a song accompanied with gestures. She asked individual students to model the words, and then asked the whole class to repeat the actions.
Post Instructional Activity	In this part, she asked the students once again to sing the song together, to reinforce the topic, which is about action verbs
Students' Performance	The students were able to act out the verbs as well as pronounce them correctly. They were actively engaged in the whole process of learning. And from their answers to the teacher's questions, it can be concluded that they understand the material and enjoy the process of learning also.
Quality of the Song	The song was not quite well-chosen, as the relationship between the song and the topic was not really very clear. It was suitable for the students' level, so it could be easily remembered. However, it was a bit too long, as the action words were quite many.

Teacher's Attitude	Overall, she presented the lesson in a very energetic way, moreover, she was patient and encouraging to make students to participate.

Notes: The teacher prepared her lesson not quite well, as the song chosen had too many action words, so it took a long time for the students to model the action words. Consequently, the lesson became a bit monotonous. Overall, her performance in teaching was good enough, as she could maintain a lively atmosphere in class (it was in the afternoon). Moreover, the students showed a good mastery of the words and enjoyed the class.

5. Teacher   : Titien Yustiana, S.S.
   School   : *Stella Maris* Catholic Elementary School at Tembaan 18 – 22, Surabaya
   Technique : Storytelling

PERFORMANCE STAGES	EVALUATION
Stages of Presentation *Pre-Instructional Activity*	The teacher introduced the characters clearly. They were names of fruits and vegetables. Colors were also introduced to the students. All events in the story were well sequenced.
Whilst Instructional Activity	When the teacher finished telling the story, she gave some questions to the students and they could answer them well.
Post Instructional Activity	The students were engaged in the activity by doing the class assignment the teacher gave. The students named the fruit and colored as instructed.
Teacher's and Students' Performance	The teacher could make a contact with the students and she was confident in telling the story in English. However, she often used the Indonesian language. The students were quite active to engage themselves by answering the teacher's questions in the whilst-instructional activity.
Voice	The teacher could make the students attentive to her as she spoke loud enough to be heard and the dynamic rhythms of her voice made the students able to listen attentively to the story. However, the teacher often used the Indonesian language.
Facial Expressions, Eye Contact and Gestures	The teacher was good at introducing characters by naming kinds of fruits & vegetables and she had eye contacts with the students so that they paid attention to the story being told.
Properties	The teacher did not use any properties.

Teacher's Attitude	She was quite attentive to the students. If she found that they had difficulty in following her story, she slowly paced the story. She also gave responses when the students asked questions.

Notes: The teacher often used the Indonesian language. She might have thought of her students who were in the 1st grade and still unable to listen to the story well when spoken in English.

6. Teacher　: Veronica Indriati, S.Pd.
   School　　: *St. Angela* Catholic elementary School on Kepanjen Street, Surabaya.
   Technique : Game

PERFORMANCE STAGES	EVALUATION
Stages of Presentation:	
Pre-Instructional Activity	The teacher showed the Youtube of singing walrus and asked the students to pay attention and focus on the days mentioned in the song. After that, she asked some questions such as how many days there are in a week, what is the first day mentioned in the song, the next day, the last day, etc. Then, she asked the students about their daily activities on certain days such as when they go to church, when they study English, when they play piano, when they have sport class, etc.
Whilst Instructional Activity	There were four activities in the whilst instructional activity: Train of the Days, Day Race (Reading), Run and Touch (Listening), and Living Sentence (completing sentences with the right day). In the first activity, the teacher exposes to the class a large card train consisting of a locomotive and six separate wagons. After explaining the correct order of days, she labeled each wagon with a name of day. Then she asked the students to come in front to put the wagons in the right order according to the sequence of days to form a train. With one student holding a wagon forming a train, the train then walked around the classroom while singing the walrus song. In the second activity the teacher gave a set of day cards to each pair of students. Then the pairs were asked to arrange the cards in the correct order on their table quickly. As soon as each pair had finished, they had to raise hands. The winner was the pair who first

	finished arranging the cards correctly. In the third activity, Run and Touch, the students had to listen to the teacher's instruction and then ran to touch the day card mentioned by the teacher on a certain spot on the walls. The last activity was completing sentences with the right day. This activity strengthened the students' reading as well as writing skills. At the same time, it also functioned to calm down the young learners after giving an active physical activity in Run and Touch game.
Post Instructional Activity	The students were given a worksheet to arrange letters into the correct names of the days.
Students' Performance	The students were excited in doing every activity. They really enjoyed the lesson because they felt like playing. Almost everybody was competing to have the chance to participate in each activity. There was one sensitive girl who cried while reporting to the teacher that somebody had pulled her shirt so that she could not run fast to touch the day card on the wall. However, overall, the class was lively but controlled.
Quality of the Game	The games were all functional as they had been well designed and prepared. For example, with the well made large card train with a locomotive and separate six wagons, the students could learn mentioning days of the week (speaking) and their sequence. The train also enhanced the students' motoric development as they walked around the classroom as a train. Day Race developed the students's reading skill (cognitive) and at the same time motoric speed (physical) by arranging the cards quickly in the correct order. Run and Touch obviously trained the students' listening skill and physical capability to perform the task. Meanwhile, completing sentences with the right day strengthened their reading and writing skills.
Teacher's Attitude	The teacher showed her skill and creativity in managing such a big class. With her good English supported with sense of humor combined with her authority, she could present the lesson and involve the students very well. Physically she was also energetic and technically, she was well prepared.

7. Teacher   : Januette Ovelia T., S.Pd.
   School   : *St. Carolus* Catholic Elementary School, Surabaya
   Technique : Drama

PERFORMANCE STAGES	EVALUATION
Stages of Presentation	
Pre-Instructional Activity	Introduction: The teacher introduces the topic by showing the picture of Lake Toba (with background music). She asked the students whether they had ever heard or known about Lake Toba or not. She also showed a small island in the middle of the lake that is called Samosir. Then she told the students the location of the lake and the history of it. Vocabulary Grammar: Next she introduced the vocabulary used in the legend of Lake Toba by showing the pictures through power point slides. She also explained the use of "There was" and "There were." Storytelling as the preparation for drama: As the preparation for drama, the teacher did the following activities: • Introducing the characters in the legend of Lake Toba by showing the puppets of the characters; • Telling the story of Lake Toba with facial expressions and gestures; • Asking to the students about the target vocabulary and checking their comprehension in some pauses while telling the story; • Asking the students the moral value of the story.
Whilst Instructional Activity	A group of students who had been prepared before performed a mini drama about the legend of lake Toba. The characters were Toba, his wife, their son, and some minor characters as the boy's friends. With the teacher as the narrator, all characters acted out in front and performed short dialogues which they had learned before. Though simple and short, the mini drama was very good and entertaining. After the drama performance, the teacher divided the class into three groups. To each group, the teacher distributed mini puppets of the story characters. The first activity was for listening skill. Anytime the teacher said one sentence from the story, the students had to tell who spoke the line in the story by raising the right puppet. The next activity was for story comprehension, vocabulary exercise, and structure practice. The students did the

	following things:
	• Matching each word with the right picture;
	• Answering the teacher's questions by circling the correct picture;
	• Sticking the correct picture on the right scene;
	• Choosing 'was' or 'were' in sentences;
	• Rearranging jumbled words into a good sentence.
Post Instructional Activity	The teacher distributed the series of pictures so that each student got one picture. She asked the students to arrange the picture into the story of lake Toba by making a line. The teacher asked the students in turns to tell about the picture they had go The teacher let the students to retell the story of Lake Toba one by one.
Students' Performance	Everybody in the classroom was enthusiastic. The teacher introduced the story lively with her good pronunciation and intonation. She also carried out each activity well as all had been well prepared. While the teacher as the narrator was reading the story slowly, a group of students who performed the drama did their job very well. They tried to act as best as they could and they could speak the lines appropriately and smoothly without a text. It showed that they had memorized the dialogues before. Meanwhile, the rest of the class paid attention to the scenes seriously. Once in a while they laughed together at a funny action. They enjoyed the drama very much and even asked for one more performance. Seeing their enthusiasm, the observer signaled the teacher to let the group play the drama once again.
Quality of the Drama	For young learners at a primary school, the drama was very good. Despite the casting of one of the roles that was not very ideal, on the whole, it deserved an appreciation. The young actors tried to perform seriously which showed their efforts.
Teacher's Attitude	The teacher did her job very well and enthusiastically. She also showed her creativity by preparing interesting puppets for the story and the good slides of the story, also by guiding the students in preparing for the drama performance, as well as designing the other learning activities following the drama.

Besides class observations, an interview was conducted. However, only one teacher could be interviewed as the others had to teach again. This one teacher had no difficulty in preparing all the materials needed as they were all available at the school. The technique suggested in this research could bring a different atmosphere to the class and make the students understand the lesson better. She suggested that all the lessons and techniques used should be thematically taught.

RESULT OF THE WORKSHOP AFTER THE OBSERVATIONS

The workshop was conducted on Saturday, 30th July 2016. The workshop aimed at disseminating all four techniques suggested in this research to elementary school teachers who taught English. The result is described as follows:

A.   Techniques that can be implemented in the classroom

There were twenty-six respondents who gave their opinions about which techniques they often use in the classroom. Table 2 below shows how many teachers use particular techniques in teaching English.

Table 2:
The number of teachers using particular techniques

No	Technique	# of teachers	%
	Games + songs	11	42.31
2	Games	5	19.23
3	Songs	4	15.38
4	Storytelling	3	11.53
5	Storytelling + games	1	3.85
6	Storytelling + songs	1	3.85
7	Games + songs + storytelling	1	3.85
	TOTAL	26	100.00

The technique which is mostly used by teachers of English at elementary schools is a combination of games and songs, which took 42.31% (eleven teachers out of twenty-six), followed by games (19.23% or 5 teachers), songs (15.38% or 4 teachers), storytelling (11.53% or 3 teachers), and combinations of techniques, namely storytelling and games, storytelling and songs, and games, songs and storytelling, each of which took 3.85% (or 1 teacher).

There are reasons why the techniques are used by the teachers. The following discussion shows the results for each activity.

1. Games and songs

    This combination of the two techniques is used as the teachers consider the time limit they have. They think that they do not need to prepare quite a lot and they can get the students' attention as they like to play games and sing songs. Moreover, the techniques can motivate the students to learn, and make them able to absorb the lessons easily. Besides, there are many available references concerning games and songs.

2. Games

    The reasons why the teachers like to use games are simple. They just think that students like playing so that this can make the students active and motivated to learn English. In addition, preparation does not take much time, and games are effective to obtain the students' attention so that they can understand the lesson being taught.

3. Songs

    Like games, singing is an activity that the students like. Besides the time limit the teachers have, they can get songs easily and they only need a little time to prepare songs. Moreover, one teacher says that most songs can be used from the first up to the fourth grade, and songs can stimulate the right hemisphere of the brain.

4. Storytelling

    This technique leads the students to learn to be good listeners. They can listen to the stories well and are triggered to imagine the stories.

5. Storytelling and games

    This makes the students active and focus on what they are listening to and what they are playing. The teachers believe this will develop their intellectuality.

6. Storytelling and songs

    Songs are appropriate to be given to students of grades 1 up to four while storytelling to fifth and sixth graders.

7.   <u>Games, songs and storytelling</u>

One teacher says that s/he can combine the techniques so that the students do not get bored.

From the list, drama is not the technique one that is used by any of the teacher respondents in their class for some of the following reasons:

- The school English materials are quite a lot to be taught to the students while drama takes much time to prepare and to deliver. One meeting is not enough.
- Students need to be trained for intonation and actions.
- Not all teachers are able to teach drama.
- The number of students in one class is big.
- Students have difficulty in acting.
- Many students still have difficulty in creating dialogues
- Classes can be uncontrollably noisy and those who are not chosen (due to big number of students in class) feel disappointed and sad.
- Drama can be done in the extracurricular activity as the teacher and the students have ample time to do it.

There are also teachers who do not use storytelling in their English class due to the following reasons:

- Teachers cannot tell stories
- Teachers cannot make the media
- Storytelling needs more time
- There are many students in a class
- It's hard for teachers to have various intonation and expressions of different characters
- Students have difficulty in comprehending a long story.

THE TEACHERS' OPINIONS

When asked how the workshop was, all teachers in the questionnaires said that the seminar was really useful for the following reasons:

- The techniques presented in the seminar make the students enjoy the English lesson
- The techniques can be applied in the classroom

- The seminar can make teachers aware that teaching English to elementary school students must be fun
- The seminar can refresh the teachers' mind how to teach English
- The seminar recharges the teachers to get the spirit back to teach English
- The techniques inspire the teachers to be creative in teaching English
- The techniques can be a reference for the teachers to teach English
- The seminar is sort of an upgrading program for the teachers concerning English teaching techniques
- The seminar gives ideas of how to teach English in a fun way

In short, the teachers of English in some elementary schools when observed could use the techniques quite well following all the stages of presenting the materials (pre-instructional activity, whilst-instructional activity and post-instructional activity), make their classes lively and active, and know how to encourage the students to participate in all activities in class.

Out of the four techniques proposed, games and songs seem to be the favorite techniques of the teachers when they teach English but they never or seldom use drama.

CONCLUSION

Finally, this research is completely finished. This third phase is the last phase of a set of three phases. In the first phase, a survey based on need analysis was conducted in order to know what techniques the elementary school teachers of English usually used. This phase resulted in the decision of using four techniques, namely songs, games, drama, and storytelling. Therefore, a seminar was conducted to get ideas from the teachers to see whether the techniques could be implemented in a classroom before the handbook was printed. A prototype of the handbook for elementary school teachers to teach English and two CDs are the products of the first phase.

In the second phase, a workshop was conducted to train teachers (TOT) how to use the techniques. All the participant teachers were divided into four groups, each of which performed one technique. A questionnaire was distributed to obtain suggestions from the teachers about the modules in the prototype. Based on teachers' suggestions, revisions were made and the Handbook was printed in its final form.

In the third phase, an observation was carried out to see whether teachers of English in the elementary schools could implement the techniques in their own classes. After the observations, a workshop was conducted by asking four teachers in the observation to demonstrate the techniques in front of other invited teachers of English. This workshop resulted that in general the seminar could stimulate the teachers to teach English in a fun way and refresh the teachers' way of teaching English to their students so that they are actively engaged in the English lesson.

The most favorite techniques that the teachers think they can use are games and songs, but drama and storytelling seem to be hard to be implemented in classroom by the teachers. They suggest that drama and storytelling can be done during the extracurricular-activity hours so that the teachers and the students have more time to practice.

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APPENDICES

Part 1

RUBRICS FOR DRAMA

No.	Description	Much agree	Agree	Quite agree	Dis-Agree	Re-marks
A. Facial Expressions, Eye Contact and Gestures						
1	Introducing characters so lively that audience knows what each character is like.					
2	Presenting the story using timely facial expressions					
3	Presenting the story using timely body gestures					
4	Having eye contact with audience to catch attention					
B. Voice						
1	Speaking with volume that can be clearly heard by the whole class					
2	Having clear enunciation					
3	Changing voice to show change of mood					
4	Changing voice to show change of character					
5	Dynamic rhythm of voice to follow the flow of story					
6	Emphasizing certain expressions to get audience attention					

C. Performance	
1	Able to perform the characterization of each character in the story
2	Making an interaction with audience
3	Able to keep audience attentive to the story
4	Having confidence to perform in front of audience
5	Able to keep the story flow despite the parts the teacher forgets
6	Able to use the stage effectively that audience does not focus on one side only
D. Stages and Result of Presentation	
1	*Pre-Instructional Activity*
	a. introducing each character clearly
	b. introducing vocabulary clearly prior to/ in the course of the story
	c. story flow can be followed by students
2	*Whilst-Instructional Activity*
	a. students are able to act out a particular scene
	b. students are able to answer the questions
3	*Post-Instructional Activity*
	a. students are able to perform another assigned skill relating to the drama topic.
4	Having audience involved in the activities
E. Properties	
1	Using appropriate properties for characters and settings
2	Using available materials created to be properties of the story
3	Colors used catch attention and bring excitement
4	Showing creativity in the making of properties
5	Properties well prepared

Part 2

RUBRICS FOR GAMES

No.	Description	Much Agree	Agree	Quite Agree	Dis-Agree	Remarks
A. Stages of presentation						
1	*Pre-Instructional Activity*					
	a. goal is clearly introduced to the students					
	b. introducing vocabulary used in the game					
	c. giving clear instructions					
2	*Whilst-instructional Activity*					
	a. going around the class to see if students ask for help or if the students are actively engaged in the game					
	b. reflecting intended skills on the students' performance					
3	*Post-Instructional Activity*					
	a. giving additional exercises supporting the intended skills					
	b. getting results in accordance to the intended skills.					
B. Students' Performance						
1	Able to concentrate on the task					
2	Able to complete the task					
3	Able to exceed the average threshold					
4	Able to exercise a sense of self-control					
5	Able to work together					
C. Properties of Game						
1	Goal directed					
2	Able to encourage students to learn					
3	Have sufficient time to be done					
4	Involve every student actively					
5	Remove tense, frustration and reluctance					
6	Able to keep students' attention					

Part 3

RUBRICS FOR SONGS

No.	Description	Much Agree	Agree	Quite Agree	Dis-Agree	Remarks
A. Stages of Presentation						
1	*Pre-Instructional Activity*					
	a. eliciting ideas well from students					
	b. introducing vocabulary					
	c. distributing handouts of lyrics/ displaying lyrics on screen					
2	*Whilst Instructional Activity*					
	a. reintroducing vocabulary					
	b. reminding students of sequences of parts of the song					
	c. making students act out the song					
3	*Post-Instructional Activity*					
	a. asking students to sing together					
	b. reinforcing the topic having been learned					
B. Students' Performance						
1	Able to act out the song					
2	Able to pronounce words correctly					
3	Understand the topic being learned					
4	Actively engaged in the activity					
C. Quality of Song						
1	Reflecting the topic being learned					
2	Easily remembered					
3	Lyrics well organized & in accordance with the topic being learned					
4	Entertaining & informative					
D. Teachers' Attitude						

1	Enthusiastically dealing with the students	
2	Encouraging students to participate	

Part 4

RUBRICS FOR STORY TELLING

No.	Description	Much agree	Agree	Quite Agree	Disa gree	Remarks
A.	**Facial Expressions, Eye Contact and Gestures**					
1	Introducing characters so lively that students know what each character is like.					
2	Presenting the story using timely facial expressions					
3	Presenting the story using timely body gestures					
4	Having eye contact with students to catch attention					
B. Voice						
1	Speaking with volume that can be clearly heard by the whole class					
2	Having clear enunciation					
3	Changing voice to show change of mood					
4	Changing voice to show change of character					
5	Dynamic rhythm of voice to follow the flow of story					
6	Emphasizing certain expressions to get students' attention					
C. Performance						
1	Able to perform the characterization of each character in the story					
2	Making an interaction with the students					

3	Able to keep the students attentive to the story		
4	Having confidence to perform in front of students		
5	Able to keep the story flow despite the parts the teacher forgets		
6	Able to use the stage effectively that students do not focus on one side only		
D. Stages and Result of Presentation			
1	*Pre-Instructional Activity*		
	a. introducing each character clearly		
	b. introducing vocabulary clearly prior to/ in the course of the story		
	c. story flow can be followed by students		
	d. sequence of events creatively presented		
2	*Whilst-Instructional Activity*		
	a. students are able to answer the questions		
3	*Post-Instructional Activity*		
	a. engaging students to an activity which reconstructs the story		
	b. helping students recollect the story		
4	Having students involved in the activities		
E. Properties			
1	Using appropriate properties for characters and settings		
2	Using available materials created to be properties of the story		
3	Colors used catch attention and bring excitement		
4	Showing creativity in the making of properties		
5	Properties well prepared		