



## **Teaching Strategies for English Young Learners in Yogyakarta, Indonesia**

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### **Abstract**

*The purpose of this study piece is to investigate the learning processes in three kindergartens located in Yogyakarta. Data collection was conducted by direct observation during the teacher's instructional sessions. This research examines the pedagogy of instructing English to young learners in Yogyakarta, taking into account the significance of commencing English education at a young age. Hence, the objective of this study is to identify efficacious pedagogical approaches, and data was collected from three distinct kindergartens in Yogyakarta. The data gathering method employed in this study involved the use of video recordings for observational purposes. The implementation of diverse instructional methodologies at various educational institutions naturally yields varying outcomes. This research aims to identify successful pedagogical approaches for teaching English to young learners in kindergarten schools located in Yogyakarta, Indonesia.*

## **Introduction**

The objective of instructing English to young learners is to acquaint them with the language during their early years. This instructional activity is both thrilling and rewarding. This introduction provides a comprehensive examination of the concepts, techniques, and considerations involved in teaching English to young learners (Mackenzie, 2002). It emphasises the need of creating a nurturing and engaging language learning environment. Children in their early years, typically in kindergarten or early adolescence, possess a unique ability to rapidly and eagerly acquire new languages (Zigler & Bishop-Josef, 2006). Consequently, instructing English to this particular age group need an instructional approach that is both imaginative and suitable for their developmental stage.

Proficiency in English has become increasingly essential in today's globalised environment. Consequently, there is a growing demand for English language training, even among young learners. In response to increasing demand, English language programmes have been introduced in Indonesian schools, and teachers with specialised training in instructing young kids have been recruited. This essay will analyse the various aspects of instructing English to young learners in Indonesia, including the challenges faced by instructors and the benefits for students.

The vibrant and ethnically varied Indonesian city of Yogyakarta has recognised the need of equipping young children with the necessary English language skills to thrive in an increasingly linked world. Teaching English to young English learners in Yogyakarta requires a unique combination of instructional techniques and cultural components. This introduction provides a

comprehensive examination of the techniques, challenges, and sociocultural influences involved in instructing English to young learners in the specific region of Indonesia.

Preschool education significantly enhances a child's growth and establishes the foundation for their future academic success (Chaparro-Moreno et al., 2019). In Yogyakarta, Indonesia, parents and educators are constantly seeking innovative methods to enhance the education of young children (Arfah & Zam, 2017; Zhang & Widyastuti, 2010). This essay aims to analyse several strategies and their impact on the development of young children in Yogyakarta, Indonesia.

## Method

The present study applied a qualitative study by observing human behavior, work processes, and natural phenomena, as well as respondents (Creswell, 2012; Sugiyono, 2017). The study analyzed three kindergarten schools in Yogyakarta, Indonesia.

**Table 1.** The School Description

Description	School 1	School 2	School 3
Number of Students	15	15	15
Ages	4-6 years old	5-6 years old	4-5 years old

The observation covered the live observation and recorded classroom teaching videos taken during the live observation. The observation scopes were on the teaching strategies and how young learners learn with the strategies used by the teachers. The observation data were then analyzed under the language teaching strategies frameworks.

## Result and Discussion

The current study coincided the teaching strategies used in three kindergarten schools in Yogyakarta, Indonesia. Here is the data.

**Table 2.** The Results

Description	School 1	School 2	School 3
Greetings	two languages	Greeting and singing	Greeting and call the students' names
Topics	Animal names	shapes	Instructional verbs
Media used	Finger puppets	Whiteboard, marker, color papers	Song
Strategy used	Story telling	Stamping papers	TPR

The initial segment of the first video from School 1 is highly engaging and participatory. There exists a profound level of engagement between educators and learners. The teacher consistently greets the students in English and provides instructions, to which the kids respond with

enthusiasm. In addition, teacher utilised two languages, specifically Indonesian and English. This learning technique is suitable for young English learners in pre-school. The individuals utilise Indonesian as their primary language and employ English to introduce new terminology (Zein et al., 2020). Additionally, a repetition approach is employed, wherein words are repeated to underscore the emphasis on the phrases being taught to children (Virto & López, 2020; Zhang & Widyastuti, 2020). Additionally, the teacher incorporates finger puppet media during this session, which enhances the students' engagement in the learning process.



**Figure 1** displays a collection of finger puppets representing various animals.

Young English learners tend to find it easier to study and engage in activities through the use of media (Chaparro-Moreno et al., 2019; Laborar, 2020; Oktasari, 2020; Piolita, 2020). In the initial video, pupils can acquire knowledge more efficiently, resulting in a greater ease of comprehension.

Throughout the educational exercise, the instructor recounted anecdotes and assigned monikers to the finger puppets corresponding to the names of animals. The teacher constantly inquired the children regarding the names of the animals and reiterated the animals' names multiple times.

In the second video, the instructional film was highly engaging. The teacher effectively incorporated body movements, vocabulary repetition, and songs to teach English, specifically focusing on introducing basic shapes. The utilisation of songs as educational tools: English lessons can benefit from incorporating songs as a valuable educational tool. Music can enhance children's ability to memorise and comprehend vocabulary more efficiently (Kurniati & Widyastuti, 2019; Kusriani, 2011; Shtakser, 2012; Widyastuti et al., 2019). Furthermore, the act of singing the song can enhance the child's pronunciation abilities by fostering a natural intonation and refining their accent to closely resemble that of a proficient English speaker. The utilisation of repetition tactics can enhance children's ability to memorise English vocabulary and phrases. In the process of learning English, the repetition strategy involves the frequent and consistent repetition of vocabulary and phrases, both in spoken and written form. Utilising bodily movements: Employing gestures can increase children's comprehension of English words and sentences. Physical gestures can facilitate the connection between words and phrases in children's minds, enhancing their ability to recall and retain the learned material.

Engaging education: English instruction for children in kindergarten should be conducted in an enjoyable manner, facilitating enhanced retention of vocabulary and phrases.

In the third video, the initial segment of the class is highly engaging, as the teacher consistently addresses each student individually by name to actively involve them in the teaching and learning activities. Remember to commence the lesson with a prayer and ensure to inquire about the well-being of each pupil. The teacher employs several tones to facilitate pupils' retention of the language provided. The primary material is highly engaging, employing a deliberate repetition method. The teacher imparts the vocabulary words for sitting, standing, staying, and listening by initially vocalising the terms and thereafter prompting children to verbally express or mimic them. In addition, the teacher offers interactive activities to enhance students' retention of the 4 vocabulary items. The teacher also instructs students to alternate in stating the words they have acquired together with their corresponding definitions. Upon the conclusion of the class, the teacher inquires with the pupils regarding the content covered throughout the lesson and the knowledge they have acquired. Ultimately, the teacher concludes the lesson by performing a concluding song.

This study examines the efficacy of English language acquisition techniques, namely the utilisation of the singing method and the "repeat" approach, among Kindergarten pupils. The findings of this study demonstrate that it confers substantial advantages to young kids at the Kindergarten level.

Utilising the singing technique in English language acquisition fosters a favourable educational atmosphere and enhances students' enthusiasm for other languages. Music is a potent instrument for captivating children's attention, and uncomplicated, lively melodies facilitate their engagement and involvement in the educational process.

Furthermore, the utilisation of the "repeat" strategy enables students to enhance their pronunciation skills and further their comprehension of English vocabulary and expressions (Virto & López, 2020). Through the act of echoing the instructor's words, students can enhance their proficiency in spoken English by improving both fluency and accuracy.

Hence, the findings of this study demonstrate that employing singing and "repeat" techniques in English instruction at the Kindergarten level yields significant advantages. This technique not only facilitates learners' comprehension of the fundamental aspects of English, but also establishes a robust groundwork for further language proficiency. Furthermore, this strategy enhances the enjoyment of learning and stimulates students to engage actively in the learning process.

To maximise the advantages of this approach, educators at the Kindergarten levels should carefully consider choosing songs that are suitable for the age and interests of pupils. Training for educators in the utilisation of this approach is also necessary to guarantee efficient execution. In general, the utilisation of singing and the "repeat" technique proves to be a very efficient strategy for facilitating the development of proficient English language abilities among young English learners at the Kindergarten level, all while ensuring an enjoyable learning experience.

## **Conclusion**

This study investigates the efficacy of English language acquisition strategies, specifically the singing method and the "repeat" strategy, in kindergarten kids. The study concludes that these approaches promote a favourable educational atmosphere, enhance students' engagement with language, and enhance their pronunciation and fluency. The utilisation of the "repeat" method

improves pupils' understanding of English vocabulary and idioms. The study recommends that educators carefully select songs that are appropriate for the age and interests of their pupils and offer sufficient training to ensure proficient performance. In general, these strategies are successful in cultivating advanced English language abilities in kindergarten kids.

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