

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter provides data presentations and discussions to investigate the research propositions. It reports the result of the data gathering and discussions to answer each of the questions posed in this study: *What strategies are the teachers use to encourage young learners' participation? and how is the implementation of the strategies?*

#### 4.1 Findings

Regarding the first question dealing with the strategies used by teacher to encourage young learners' participation, the result revealed that the teacher used some strategies to encourage young learners' participation. Learners' participation here was defined in terms of three types of interaction, namely Learner to Content (LC), Learner to Learner (LL), and Learner to Teacher (LT). The strategies used by the teachers which are successful gain the learners' participation are questionings strategies, providing teaching aids (such as using pictures, gestures, worksheets), giving feedback (such as praising, modifying), and presenting teaching activities (such as modelling in explaining, giving task). Relating to the second research question dealing with the implementation of the strategies used, this study presented the implementation of each strategies used by each teacher.

##### 4.1.1 Strategies used by teacher to encourage young learners' participation

This study tried to find out strategies used by teachers to encourage young learners' participation to answer the first question. This investigation was based on Brown's (2001) suggestion that teacher strategies would give a great impact to successful of the learning process. Considering that there are some strategies that the observed teacher used, but there are only few strategies which resulted in learners' participation. The learners' participation in this context referred to Moore (1989), who defined learners' participation as three types of interaction, namely interaction of learner to context (LT), interaction of learner to learner (LL), and interaction of Learner to teacher (LT). The table below reveals is the data collected through eleven observations. It shows the description of strategies which are specifically used by the observed teachers that resulted in their learners' participation.

Table 4.1 : Teachers' Strategies and Learners' Participation of T1

| No | Teachers' Strategy             | Ob. 1 |    |    | Ob. 2 |    |    | Ob. 3 |    |    | Ob.4 |    |    |
|----|--------------------------------|-------|----|----|-------|----|----|-------|----|----|------|----|----|
|    |                                | LC    | LL | LT | LC    | LL | LT | LC    | LL | LT | LC   | LL | LT |
| 1. | Questionings                   |       |    |    |       |    |    |       |    |    |      |    |    |
| 2. | Providing Teaching Aids        |       |    |    |       |    |    |       |    |    |      |    |    |
| 3. | Presenting Teaching Activities |       |    |    |       |    |    |       |    |    |      |    |    |
| 4. | Giving Feedback                |       |    |    |       |    |    |       |    |    |      |    |    |

The table presented that T1 used some strategies to encourage her learners' participation. The strategies are Questionings and Presenting Teaching Activities. From the data revealed, the strategies was successful in gaining learners' participation in terms of Learner-Content Interaction and Learner-Teacher Interaction.

Table 4.2 : Teachers' Strategies and Learners' Participation of T2

| No | Teachers' Strategy             | Ob. 1 |    |    | Ob. 2 |    |    | Ob. 3 |    |    |
|----|--------------------------------|-------|----|----|-------|----|----|-------|----|----|
|    |                                | LC    | LL | LT | LC    | LL | LT | LC    | LL | LT |
| 1. | Questionings                   |       |    |    |       |    |    |       |    |    |
| 2. | Providing Teaching Aids        |       |    |    |       |    |    |       |    |    |
| 3. | Presenting Teaching Activities |       |    |    |       |    |    |       |    |    |
| 4. | Giving Feedback                |       |    |    |       |    |    |       |    |    |

The table showed that T2 used all of the four teaching strategies during the observation sessions. The strategies are Questionings, Providing Teaching Aids, Presenting Teaching Activities and Giving Feedback. All of the strategies were successful in gaining her learners' participation because it created participation in term of Learning-Content interaction and Learner-Teaching Interaction.

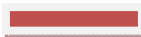
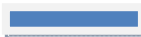


Table 4.3 : Teachers' Strategies and Learners' Participation of T3

| No | Teachers' Strategy | Ob. 1 |    |    | Ob. 2 |    |    | Ob. 3 |    |    | Ob.4 |    |    |
|----|--------------------|-------|----|----|-------|----|----|-------|----|----|------|----|----|
|    |                    | LC    | LL | LT | LC    | LL | LT | LC    | LL | LT | LC   | LL | LT |
| 1. | Questionings       |       |    |    |       |    |    |       |    |    |      |    |    |
| 2. | Providing          |       |    |    |       |    |    |       |    |    |      |    |    |

|    |                                |  |  |  |  |  |  |  |  |  |  |  |
|----|--------------------------------|--|--|--|--|--|--|--|--|--|--|--|
|    | Teaching Aids                  |  |  |  |  |  |  |  |  |  |  |  |
| 3. | Presenting Teaching Activities |  |  |  |  |  |  |  |  |  |  |  |
| 4. | Giving Feedback                |  |  |  |  |  |  |  |  |  |  |  |

The table above showed that T3 used three of four teaching strategies categories. They are questionings, providing teaching aids and presenting teaching activities. The strategies created two classroom interactions namely Learner-Content Interaction and Learner-Teacher Interaction.

Notes:

- LC : Learners to Content Interaction 
- LL : Learner to Learner Interaction 
- LT : Learner to Teacher Interaction 
- Ob : Observation 

From the interview, it also presented that the teachers used some strategies to encourage young learners' participation. Below are some experts from the conducted interview:

*Interviewer: Adakah strategi-strategi pembelajaran yang anda gunakan untuk membuat siswa berpartisipasi dalam kegiatan pembelajaran?*

*T1 : oh ada, strategi yang biasa digunakan biar anak partisipasi misalnya dengan lagu, gambar, pertanyaan-pertanyaan agar para siswa dpt berpartisipasi dengan aktif didalam kelas.*

*Interviewer: Adakah strategi-strategi pembelajaran yang anda gunakan untuk membuat siswa berpartisipasi dalam kegiatan pembelajaran?*

*T2 : biasanya kalau membuat anak agar aktif serta didalam setiap aktivitas, saya menggunakan lagu, gambar, kadang-kadang games.*

*Interviewer: Adakah strategi-strategi pembelajaran yang anda gunakan untuk membuat siswa berpartisipasi dalam kegiatan pembelajaran?*

*T3 : ada beberapa strategi yang saya gunakan agar siswa aktif didalam kelas diantaranya itu pengulangan terus menerus, menggunakan gambar, bernyanyi lagu bahasa inggris.*

From the interview transcription, it showed that the three teacher used some strategies to encourage young learners' participation. The strategies are questionings, using pictures, singing a song, drilling, and playing games. Almost all the three teachers used some strategies to encourage their learners' participation.

#### 4.1.2 The Implementation of Strategies Used

Relating to the second research question dealing with the implementation of the strategies, this study presented the implementation of each strategies used by each teacher and interpreted whether the strategies were successful or not to encourage young learners' participation. The data gained from observation transcript and interview transcript.

##### 4.1.2.1 Questionings

As revealed from the data, the teacher mostly used asking question as one of the strategies to encourage young learners' participation. The three teachers used asking question to promote their young learners' participation (obs 1, 2, 3 and 4 of T1, obs 1, 2 and 3 of T2 and obs 1, 2, 3 and 4 of T3). It was also found from the data that the strategy was successful to gain learners' participation. Below are situations when the teachers implement asking questions and were successful to gain learners' participation.

Table 4.4: Observation 2 of T1

| No. | Teachers' Strategy | Implementation  | LC   | LT  | LL | Notes                            |
|-----|--------------------|---|--|---|----|----------------------------------|
| 1.  | Questionings       | Asking some questions to whole class: (display question)<br>- kakek in English?<br>- ibu in English?<br>-who is dina's grandfather?<br>- who is dina's grand mother?<br>- who is dina's grandfather's name?<br>- who is dina's grandmother's name?<br>- what is dina's brother's name?<br>- what is saudara (lk) in English | - Ss kept joining the classroom activities | - grandfather<br>- mother<br>- nurul hidayah<br>- idris<br>- rahmah<br>- she is dina's mother<br>- habib<br>- brother<br>- sister |    | No Learners-Learners interaction |

The data got from Observation 2 of T1 showed that T1 used mostly display questions to encourage their learners' participation. T1 mostly asked questions to the whole class. T1 only once and twice asked learners' by mentioning the learner's name. This T1's questionings strategy resulted only two kinds of interaction, they were Learner-Content Interaction and Learner-Teacher Interaction.

In this observation session, the asked some questions to her students about the topic which is "*Family*". The T1 asked the questions related to the topic. For example, T1 asked the question to the whole class "what is ibu in English" and the students answered the question together "mother". The teacher asked similar questions during the learning process. The students in T1's class gave good responses to the T1's questions. Almost all

students answered T1's questions together. It can be concluded that the strategy was successful to encourage learners' participation. Below is the excerpt from the observation.

Excerpt: obs 2 of T1  
 T: what is Kakek in English?  
 S: Grandfather  
 T: what is nenek in English?  
 S: Grandmother  
 T: what is Ibu in English?  
 S: mother

Table 4.5 : Observation 1 of T2

| No. | Teachers' Strategy | Implementation   | LC   | LT   | LL | Notes                          |
|-----|--------------------|--|--|--|----|--------------------------------|
| 1.  | Questionings       | Asking some questions to whole class:<br><br>- What is this?<br><br>(display question) | - Ss kept joining the classroom activities | Ss answered the teacher's question:<br><br>- bird<br><br>- buffalo<br><br>- cat<br><br>- cow<br><br>- fish<br><br>- rabbit |    | No learner-learner interaction |

In this observation session of T2, T2 asked some questions that related to the topic "Animal". In questionings session, the T2 used pictures of animals to guide students to answer her questions. For example, T2 showed the picture of bird and she asked to whole

class “what is this?” students answered together “bird”. This activity repeated until all the pictures of the animals were showed. The students joined the activity enthusiastically. It is caused the picture used during the questionings session. The teacher also asked one student to come in front of class and asked his friend “what is it?” (pointed the pictures) and the rest of students were asked to answer his question.

Excerpt: Obs 1 of T2  
 T: yuk kita liat, what is this? Apa ini?  
 Ss: bird

The excerpt of T2 above, presented that T2 used display questions to encourage learners’ participation. The questionings strategy was successful because it created two kinds of interaction in classroom activities are Learner-Content interaction and Learner-Teacher Interaction. T1 used the strategy by asking whole class and the learners answered the teacher’s questions together. All of the learners responded to the teacher question because they answered the questions together. So, the learners did not feel shy in answering the questions. This strategy did not encourage Learner-Learner Interaction.

Table 4.6: Observation 2 of T3

| No. | Teachers’ Strategy | Implementation   | LC   | LT   | LL | Notes                          |
|-----|--------------------|--|--|--|----|--------------------------------|
| 1.  | Questionings       | Asking some questions to whole class:<br>- ibu in English?<br>- ibuku in English?<br>- who is she?<br>- who is he?<br>(display question) | - Ss kept joining the classroom activities | Ss answered the teacher’s question:<br>- mother<br>- my mother<br>- she is ...<br>- he is... |    | No learner-learner interaction |

In this observation session of T3, he asked some questions related to the topic “Family”. T3 asked to whole class “ibu in English?” the students answered together “my



mother”. This kind of question repeatedly many times until all the family members are mentioned. Because teacher asked questions for whole class, the students answered the questions together, the whole class.

Excerpt: obs 2 of T3

T: ibu dalam bahasa Inggris apa anak-anak?

Ss: mother

T: Kalau ibunya dalam bahasa Inggris?

Ss: My mother

#### 4.1.2.2 Presenting Teaching Activities

As revealed from the data, the three teachers presented their teaching activities using some strategies. Analysis of data from observations indicates that all teachers used various learning activities related to the topic. The activities were singing songs (obs 1, 2, 3, 4 of T1, obs 1, 2, 3 of T2 and obs 1, 2, 3, 4 of T3), reading aloud (obs 1 of T1 and Obs 4 of T3), providing classroom written task (Obs. 1, 2, 3, 4 of T1, obs 1, 2, 3 of T2 and obs 2, 3, 4 of T3), using TPR (obs 1 of T3) and drilling (obs 3 of T1, Obs 1 of T2 and Obs 1, 2, 3 and 4 of T3). The strategies were successful to gain the learners’ participation, it showed from the interaction created by the strategies. Here are some of the excerpts in which teachers used presenting teaching activities.

Table 4.7 Observation 2 T1

| No. | Teachers' Strategy             | Implementation  | LC   | LT  | LL | Notes                          |
|-----|--------------------------------|---|--|---|----|--------------------------------|
| 1.  | Presenting Teaching Activities | <p>-Singing songs<br/>(the teacher ask ss to singing two songs: "always do prayer" and one and one. Teacher and ss sing the songs together)</p> <p>- Dictation<br/>(teacher reads the words and sss copy it to their paper)</p> | <p>- the ss kept enjoyig the activity</p> <p>- ss do the dictation seriously</p> | <p>- the ss do what teachers ask to do</p> <p>- ss do what teacher commands</p> |    | No learner-learner interaction |

From the data above, T1 used some strategies to gain learners' classroom. The strategies used were successful to gain the learners' participation. It showed the strategies created Learner-Content interaction (LC) and Learner-Teacher Interaction (LT). Unfortunately, the strategies did not create any Learner-Learner Interaction (LL).

T1 used singing a song as a strategy to gain learners' participation. T1 used singing a song in all observation excerpts. She implemented singing a song by asking learners' to sing a song together. For example, "masih ingat lagu my family kan? Ayo kita nyanyikan bareng-bareng", students did what teacher instructs.

Excerpt Obs 2 of T1

T: masih ingat lagu "my Family"? mari kita nyanyikan bersama

Singing a song (my family)

Besides singing a song, the T1 also used dictation as a strategy to encourage learners' participation. In dictation session, the T1 said "what is father in English?" the

students answered the questions by writing the answer on their paper. The T1 did this dictation until she mentioned ten family members; mother, father, grandmother, grandfather, uncle, aunt, daughter, niece, nephew, sister and brother. After the students finished the dictation task, the teacher asked them to do pair correction. The T1 mentioned a student's name and he/she had to write the answer on the board. For example, teacher called "nabila no.1" and nabila wrote her answer on the board, the other students check their friend's answer. The teacher called the students' name until all the numbers checked.

Excerpt 2 of T1

T: (teacher starts reading the word and ss write it on the exercise book)

what is Ayah in English?

Ss: write the answer on their notebook

Table 4.8: Observation 1 T2

| No. | Teachers' Strategy            | Implementation  | LC   | LT   | LL | Notes                          |
|-----|-------------------------------|---|--|--|----|--------------------------------|
| 2.  | Presenting teaching materials | - tasking (giving task for ss from the textbook)<br>- singing a song<br>- Drilling (teacher read some words and ask ss to repeat the words more than three times) | - Ss kept joining the classroom activities | - ss do the task given<br>- ss do singing song<br>- ss do what teacher commands<br>- ss who asked to read aloud, do reading aloud and the others listened to |    | No learner-learner interaction |

From the data above, it presented that T2 used singing song, reading aloud, drilling and giving task. The strategies used by T2 are successful in gaining ss participation. It can be seen from the interaction created, namely Learner-Content

Interaction (LC) and Learner and Teacher Interaction. The strategies did not create Learner- Learner Interaction (LL).

The first strategy used in this session is giving task. The teacher asked students to do the task that is taken from textbook. The teacher gave instruction “open your textbook page.... and do it on your exercise book!” the students did what the teacher’s instruction. During tasking, teacher walked around to the classroom checking whether the students do the task or not. While walking around the classroom, the students asked something that related to the task. Then, the teacher instructed “kalau sudah selesai, bukunya diletakkan di meja paling depan ya” the students finished the task and put their book based on their own row.

The excerpt: obs 1 of T2

Ss: kalo hewannya lebih dari satu gimana bu?

T: kalo hewannya lebih dari satu pake s/es

T: yang sudah boleh dikumpulkan dibarisan masing-masing

Ss: (collect their books on the table)

The second strategy that is used in this session is singing a song. The teacher used singing a song after students finishing the task in order to cheer them up, get their motivation in learning and to get students back to their seats. The teacher singing “everybody sit down, sit down” the students were back to their seats and follow the teacher singing the song. Beside that song, the teacher also asked the students to sing “tell me tell me what is this”.

The excerpt: obs 1 of T2

Teacher sings a song (everybody sitdown)

Ss follow the teacher singing the song and sit down on their seats

T: ayo kita nyanyikan!

Tell me tell me what is this

Tell me tell me what is this

One two three mulai

Ss sing the song

The third strategy is drilling, the T2 used drilling in this session. The teacher used drilling by pointing the picture in LCD and asking the students “what is it?” then students answered “bird”. The teacher asked the students to said the word in several times. The teacher repeated this activity until she showed all the pictures in LCD.

Excerpt: obs 1 of T2  
 T: yuk kita liat, what is this? Apa ini?  
 Ss: bird  
 T: bird, ayo sama-sama, bird, bilang bird!  
 Ss: bird  
 T: ulangi bird  
 T: bird, birdnya bisa terbang ni, tuh  
 Ss: bird, waaaaah

Table 4.9 : Observation 3 of T3

| No. | Teachers' Strategy            | Implementation  | LC  | LT  | LL | Notes                          |
|-----|-------------------------------|---|---|---|----|--------------------------------|
| 1.  | Presenting teaching materials | <ul style="list-style-type: none"> <li>- writing new vocabularies and sentences on the board the asking students to copy it to their notebook</li> <li>- drilling</li> <li>(asking ss to read repeatedly the voabularies and sentences wrote on the borad)</li> </ul> | <ul style="list-style-type: none"> <li>- Ss kept joining the classroom activities</li> <li>- ss involve the drilling activity enthusiastic</li> <li>- ss do the task seriously</li> </ul> | <ul style="list-style-type: none"> <li>- ss do what teacher command</li> <li>- ss listen to what teacher read and repeat it</li> <li>- ss do the task.</li> </ul> |    | No learner-learner interaction |

|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
|  |  | - giving task<br><br>(teacher gave exercise for ss to arrange the words into a good sentence) |  |  |  |  |
|--|--|---|--|--|--|--|

From the table observation of T3, it presented that T3 used some strategies in presenting teaching materials that were successful in gaining learners' participation. It can be seen from the interaction created. The strategies created Learner-Content Interaction (LC) and Learner-Teacher Interaction (LT). The strategies didnot create any Learner-Learner Interaction.

The first strategy that T3 used in encouraging learners' participation is writing new sentences on the board. The teacher wrote some sentences that related to the topic on the board. the teacher wrote "q: what do you want to eat, rahmat? A: I want meatball" then students had to copy the sentences on their notebook.

Excerpt: obs 3 of T3  
T: ayo perhatiin ke papan tulis ya  
(teacher write on the whiteboard)  
Misalnya yang bertanya yudi dan yang menjawab Rahmat.  
Yudi: what do you want to eat, Rahmat?  
Rahmat: I want meatball  
Okay, ini meatballnya bisa diganti jadi pizza, bread, noodles, satai, friedrice.

The second strategy is drilling. The T3 used drilling in this session to encourage his learners' participation. The teachers read the sentences then asked students to follow reading the sentences after him. After that, the teacher asked students to read the sentences by themselves without him. Then, teachers asked two groups just asking "what do you want to eat, rahmat?" and two other groups answering "I want meatball". Next, teacher asked the girls asking and the boys answering. And the last, the teacher asked pairs to perform in front of the class.

Excerpt: Obs 3 of T3

T: sekarang bapak yang bertanya ya.

“what do you want to eat, Rahmat?”

Ss: I want meatball

T: sekarang 2 baris bertanya dan 2 baris menjawab ya! Mulai dari baris ini. 1 2 3 mulai.

G1: what do you want do you want to eat, Dina?

G2: I want meatball

T: teacher asks 2 students, 1 ask and 1 answer the questions

S1: what do you want to eat, Izudin?

S2: I want noodles

The last strategy used is giving task. The teacher asked students to do the task on their worksheet. The teacher gave a worksheet for each students. The worksheet is about food and drinks related to the topic. The students did the worksheet well. Almost all students did the worksheet. After they finished the worksheet, they did pairing check.

#### 4.1.2.3 Providing Teaching Aids

Another teacher’s attempt to encourage young learners’ participation was providing interesting teaching aids. As presented in the table above the three teachers applied the strategies to gain learners’ participation (Obs 1 of T2 and Obs 1 and 3 of T3) . Below are situations when teachers provided interesting teaching aids.

Table 4.10: Observation 1 of T2

| No. | Teachers’ Strategy                  | Implementation   | LC  | LT   | LL | Notes                          |
|-----|-------------------------------------|--|---|--|----|--------------------------------|
| 2.  | Providing interesting teaching aids | - using pictures<br>(teacher shows the pictures using LCD, the teacher pointed the picture and asking anything about pictures) | - Ss kept joining the classroom activities<br><br>- ss see the pictures | - ss do what teacher command<br><br>- ss answer the teachers questions |    | No learner-learner interaction |

From the table observation above, it presented that the T2 used pictures to encourage her students' participation. The T2 used the pictures related to the topic "animal". The T2 showed the pictures using LCD. The pictures were eye-catching because of the color. The students seemed enthusiastic while teacher showed them the pictures. While showing the pictures, the teachers asked the students questions "what is this" the students answered "bird"

Excerpt: obs 1 of T2  
 Teacher shows some pictures using LCD  
 T: yuk kita liat, what is this? Apa ini?  
 Ss: bird

The strategy used in this session, using pictures, was successful in gaining learners' participation. It can be shown from the interaction created by the strategy. The strategy created Learner-Content Interaction and Learner-Teacher Interaction.

Table 4.11: observation 3 of T3

| No. | Teachers' Strategy                  | Implementation   | LC  | LT                           | LL | Notes                          |
|-----|-------------------------------------|--|---|------------------------------|----|--------------------------------|
| 2.  | Providing interesting teaching aids | - giving worksheet (teacher distributed worksheet to the students) | - Ss kept joining the classroom activities<br>- ss do the task on the worksheet | - ss do what teacher command |    | No learner-learner interaction |

From the observation table above, it presented that the teacher used worksheet in encouraging learners' participation. The teacher gave worksheet for each student to do. The teacher asked students to do the exercises on the worksheet. The students did what teacher instructed to them.

#### 4.1.2.4 Giving feedback



Giving feedback is another strategy that used to encourage young learners' participation. From the data got, only one teacher in one observation used this strategy. This is the situation in which teacher used the strategy.

Table 4.12: observation 3 of T2

| No. | Teachers' Strategy | Implementation  | LC | LT                            | LL | Notes |
|-----|--------------------|---|----|-------------------------------|----|-------|
| 2.  | Giving Feedback    | - teacher gave correct answer when ss got mistakes<br><br>For ex:<br><br>T:how may pencils do you have, icah?<br><br>Icha: two pencils<br><br>T: i have two pencils, icha |    | - repeated the correct answer |    |       |

From the data, it presented that giving feedback is another strategy that can gain learners' participation. From the data got, only T2 in one observation implement the strategies. The T2 used giving feedback in encouraging learners' participation. The teacher giving feedback by giving the correct answer while students gave the incorrect answer.

## 4.2 Discussion

### 4.2.1 Teachers' Strategies to Encourage Young Learners' Participation

From the data revealed, the three teachers used some strategies to encourage young learners' participation, they are questionings, presenting teaching activities (by using drilling, reading aloud, dictation, singing songs and TPR), providing teaching aids (LCD, flashcards and worksheet) and the last strategy is giving feedback. The strategies used by the three teachers were successful in gaining learners' participation. It can be seen from the interaction created. Unfortunately, all the strategies used did not create any Learner-Learner Interaction (LL)

The last type of interaction (Learner-Learner Interaction) is defined as interaction between one learner to the other learner. Moore (1989) believes that this type of interaction is valuable and essential since this would be a great chance for learners to function their knowledge and target language. In line with Moore (1989), Brown (2001) stressed that through interaction, students can increase their language store as they listen or read the authentic linguistic material, or even the output of their fellow learners in discussion, joint problem solving tasks. In interaction, learners can use all the possess of the language, all they have learned in the real life. In short, Learner-Learner Interaction is the important thing for children in fostering the target language. Unfortunately, the three teachers in this study did not used the strategy that can create Learner-Learner interaction.

To maximizing the function of the strategies, the teachers should think critically before using the strategies in classroom. The teachers have to create the three types of interaction that proposed by Moore (Learner-Content Interaction, Learner-Teacher Interaction and Learner-Learner Interaction) to make the learners fostering the target language well.

#### 4.2.2 The Implementation of The Strategies

##### 4.2.2.1 Questionings

As the data revealed, the three teachers used questionings as a strategy that successful in gaining learners' participation. The data from observation showed that almost in all meetings the three teachers used questionings in classroom process and it was successful in gaining learners' participation in terms of Learner-Content interaction and Learner-Teacher interaction.

Cameron (2007) stated that asking questions can be a strategy which maximize social interactions, put students actively involved and dealing with the presentation aspect in making lesson interactive. It also gave some benefits in the learning process as stated by Brown (2001) as follows: first, teacher questions give students opportunities to produce language comfortably without having to risk initiating language themselves. Second, they also can serve initiate a chain reaction of students' interaction among themselves. Third, they also can give the instructor immediate feedback about the students comprehension. Last, teacher questions provide students with opportunities to find out what they think by hearing what they say. Asking questions also met some characteristics of effective teaching strategies that gaining learners' participation. These statements showed us that questionings is a strategy that can be effective in encouraging young learners participation.

Although the three teachers used questionings strategies, they did not think critically while using the strategies. The three teachers used the strategies without any consideration such as thinking what is the reason they ask the questions for learners and what types of questions they want to ask. The questions that teachers asked to students did not create any interaction between learners and learners.

The three teachers only asked display questions while using the questioning strategies. The display questions requiring short answers contained small pieces of information- e.g. word stress, intonation, antonyms and synonyms, word pronunciations and meaning, comprehension

checks, etc. Brock (1986) and Sato (1983) have reported that classroom interaction was characterized by the use of display questions. However, it seems that the use of display questions can encourage language learners, especially beginners, to get interested. From that explanation from the experts, it can be concluded that the display questions function as the trigger of learners' interest to join the learning activities. The display questions that the three teachers only facilitate learners to answer the questions by one or two words not full sentences. It will be better if the teachers facilitate the learners by asking questions that makes learners answer the questions by expressing their idea in full sentences. It can help the learners in fostering their target language better.

#### 4.2.2.2 Providing Teaching Aids

Another teachers' attempt to encourage young learners' participation was providing interesting teaching aids. As presented in the table above the three teachers applied this strategy to gain learners' participation. T2 and T3 used picture to make learners comprehend and gain their participation during learning process. Besides pictures, the T3 also gave worksheets for the learners.

Children especially young learners, learn best by seeing information directly. In addition, pictures can help students to memorize and learn about new words. This is strengthened by Morgan (2000), who argues that flashcards can bear vocabulary, historical dates, and any subject matter that can be learned through a question and answer that the teacher say to the learner. Picture also can help learners memorize something new more easily because of the color and the picture itself. While teacher used the strategy, the learners joined the activity more enthusiastically.

Based on the data got from classroom observation showed that T1 did not used any teaching aids as a strategy in encouraging young learners' participation. T2 used pictures and T3 used pictures and worksheet in delivering materials. Using the strategy, leaners are happy paying their attention of the lesson. As Raspery argued that the teachers are supportive and creative that they met one of the characteristic of an effective teachers .providing teaching aids also met some characteristics of effective strategies in encouraging young learners' participation proposed brown and cameron. The strategy was succesful in gaining learners' participation in term of Learner-Content interaction and Learner- Teacher Interaction.

#### 4.2.2.3 Presenting Teaching Activities

When presenting the teaching activities, the three teachers used some different strategies, they are singing a song, drilling, giving task and TPR. One of the children's characteristics mentioned in Chapter 2 is that children have short attention span (Musthapa, 2003). It is suggested to have more than one activities to do in classroom. It is not wise to keep the students sitting on their chairs for the entire lesson (Halliwell, 2004). It was not quite appropriate if the entire lesson was applied by doing the same motion for the entire sessions.

The first strategy appeared while observation session is Drilling. Drilling is a strategy to improve pronunciation by imitating and repeating words, phrases and even whole utterances (Thornbury, 2003). As Thornbury further describes, it might be useful *noticing* technique since it draws attention to the material that learners might not otherwise since it draws attention to the materialthat the learners might not otherwise have registered. The effect of repeating provides a means for gaining articulatory control over language-of getting the tongue round it. Briefly said, it is a fine-tuning for articulation (Thornbury, 2004). During the drilling session, it showed that

the strategy was successful to encourage learners' participation. The learners joined the activity by doing the teachers' instruction. The teacher asked learners to repeat the words after the teacher read it and the learners repeated it enthusiastically.

The second strategy found is singing a song. Paul (2003) stated that song can add feeling and rhythm to a flat learning and make it more fun. It helps learners remember and acquire more easily, and bring children more deeply into the lesson. The most important thing is that it helps children to play and experiment with the word even not in a perfect pronunciation. Related to the young learners, song is an effective teaching strategy because it helps young learners more easily through a fun way. This strategy was also successful to encourage learners' participation. It can be seen from the interaction created by this strategy, namely Learner-Content Interaction and Learner-Teacher Interaction. The learners seemed to be enjoying the activity while teachers used the strategy.

The three teachers may not notice the need to create activities that were more appropriate for the children, so that they just follow the textbook most of the time. Moon (2008) suggests that classroom activities for English learning should start from familiar to unfamiliar. Thus, the activities should be designed in such a way that eases the students to learn English. Several activities in one meeting keep the children away from boredom or frustration (Brown, 2001).

#### 4.2.2.4 Giving Feedback

Based on the data revealed from Observation and interview, it presented that only T2 used giving feedback as a strategy in encouraging her learners' participation. The strategy was successful in gaining learners' participation because it created Learner-Teacher Interaction.

Brown (2001) stated that with encourages or praises, they cover praising, complimenting, and telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that answers are correct. Dealing with uses ideas of students, they cover clarifying, using, interpreting, summarizing the ideas of students. Based on brown's statement about giving feedback, it shows that giving feedback to learners is one of effective strategies that should be used by the teacher.