

Teaching English Strategy for Young Learners

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Abstract

In teaching and learning process, the teachers should have strategy to support the lesson and achieve learning purpose especially for young learners because they have different characteristics from adults, she must have strategies suitable for young learners. The purpose of this study was to learn the strategies used by teaching English to young learners at MIN 2 Kutai Kartanegara in the Academic Year of 2021/2022. Descriptive qualitative research design was used. An teacher of English at MIN 2 Kutai Kartanegara is the focus of this study. The data were obtained from interviews and documentation. An interactive Miles, Huberman, and Saldana condensation model was used to analyze the data. The technique of data validity uses triangulation data. Based on the data results, this research can be concluded that the teacher's strategies for teaching English to young learners at MIN 2 Kutai Kartanegara were teaching planning, implementation of strategy, and teaching Evaluation. The teacher prepares the lesson plan, materials, media, and methods in teaching planning. Moreover, she implemented teaching English strategies by using demonstrations, choral drills, look-and-say, pictorial illustrations, verbal illustrations, associations, question and answer, narrations, and read-and-say. She also evaluated teaching English through formative and summative evaluation.

Keywords: Teaching English, Strategy, Young Learners

Introduction

Strategy are a general pattern of a series of activities that must be carried out to achieve goals(Asri, 2013). According to David, strategy are a plan, method, or a sequence of activities designed to achieve specific educational goals (Astuti, 2021).

According to the definition of strategy there are two things can be focused (Aini & Azizah, 2019). First, the strategy is an action plan that includes the methods and the various resources in teaching and learning. It means that strategy formulation the only in preparation process, not the actions. Second, The strategy is set up to accomplish the goal. It implies that the main goal of formulating a strategy is to achieve purposes in practice.

Early childhood students are not taught English lessons in Indonesia, especially in elementary schools. However, based on the researcher's observation at MIN 2 Kutai Kartanegara English lessons are given through a local content curriculum where lesson hours are set as compulsory subjects like other subjects. Therefore, this study is conducted to determine teacher's strategies in teaching English to young learners.

Teaching English to young learners is not easy because they have different characteristics from adults. Then, they use their mother tongue as their main language, so they have difficulty learning English. The difficulties experienced by young learners include difficulty pronouncing English vocabulary, the material that is not in accordance with following the lesson plan, and limited time. This study use teaching strategies for primary schools according to Mary Jo Skillings and Bonnie Piller, include demonstrations, choral drills, look-and-say, pictorial illustrations, verbal illustrations, associations, questioning, narration, and read-and-say (Piller & Skillings, 2005).

It has been widely reported that various teaching strategies can support the learning process. First research by Ratna Juli Astuti, she states that the most effective strategies teachers frequently employ to motivate young learners participation are verbal illustrations, demonstrations, question and answer, and look-and-say (Astuti, 2021). There are four ways of planning to teach, according to Ria Puji Lestari, Muhammad Asrori, and Hefy Sulistyawati in another journal. Curriculum, written materials, professional development for teachers, and seating arrangements for students are among them. There are sixteen strategies for instructional implementation. Icebreakers, memory recall, brainstorming, discussions, games, listening and reading, listening and matching, drawing and writing, composing a paragraph, fill in the blank, vocabulary writing, finishing material, English police, reading time, English camp, and assemblies are some of them. Plus, the teaching assessment includes five strategies. These include the International Progression Test, daily vocabulary assessments, midterm, and final exams, and examinations (IPT). When teaching strategies are used, students

respond by becoming more engaged, understanding, remembering, interested in, and motivated in what they are learning (Lestari, Asrori, & Sulistyawati, 2019).

This research is focused on finding out what strategies of teacher's used to young learners at MIN 2 Kutai Kartanegara. The research limits concentrate on the teacher's strategies based on lesson plans, materials, media, methods, strategies, and evaluations.

Brown states that teaching are helped and presented young learners learning new skills, improve knowledge, and lead them through the process of understanding difficult concepts about language (Douglas & Frazier, 2001). It means that young learners will learn about something new, including new skills, knowledge, and anything about language. The difference with previous studies examines teaching strategies that are more specific to English skills. Meanwhile, in this study, the researcher explains that the general strategy to find out the teacher's strategies in teaching English to young learners.

Based on the explanation above, the researcher formulated a research question, what are the teacher's strategies in teaching English for young learners at MIN 2 Kutai Kartanegara in the academic year of 2021-2022. Concerning the research question formulated, the research objectives above are to find out teacher's strategies in teaching English to young learners at MIN 2 Kutai Kartanegara in Academic Year of 2021/2022. The result of this research is aimed at giving benefits both theoretically and practically. Theoretically, the results of this research answered question in the formulation of the research problem. In addition, this research will give beneficial contributions to the school and universities in the field of English education about how the importance of teaching English strategy to young learners. Practically, the researcher understands how to teach English strategy to young learners. For the students, the results of this research give the information about teaching English to young learners in order to get improving results in the teaching and learning process. For teacher, the results give feedback for the teacher to improve teaching English for young learners.

Methodology

The research design was descriptive qualitative. The subject of this research is an English teacher at MIN 2 Kutai Kartanegara. The data were obtained from interviews and documentation. The researcher using structure interview and semistructure interview, the interview asking about the teacher's strategies for young learners, based on lesson plans, materials, methods, media, strategies and

evaluation. Then, the data were analyzed using an interactive model of Miles, Huberman, and Saldana condensation. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data contained in field notes and transcripts in the research. The technique of data validity uses triangulation data. The types of triangulation that will be used are source triangulation and time triangulation. The researcher's data is checking the data has been obtained through several sources and checking at different times or situations.

Findings

The research's findings are the conclusions drawn from data sources that took the form of teacher inquiries about English instructional strategies. The researcher did interview two times. The first interview was conducted on Saturday, May 14th, 2022, at MIN 2 Kutai Kartanegara in the library. The second interview was conducted on Tuesday, May 17th, 2022, in the teacher's room. The interviews were conducted in Indonesian with an English teacher. The time allocation for teaching English in grades II, III, IV, V, and VI is once a week, every day in each class. However, this research focus on teaching strategies in general because, in general, teacher teach English with primary material in elementary schools.”

1. Teaching Planning

a. Lesson plan

Researcher: Do you make lesson plans?

Teacher: Yes, Because the first thing to do before teaching is to prepare a lesson plan, so that the learning process goes well.

Researcher: What curriculum is used in making lesson plans?

Teacher: The curriculum used making lesson plans is the 2013 curriculum.

Researcher: How do you determine basic competencies in making lesson plans?

Teacher: Determination of basic competencies is usually made according to the book used and according to the material to be taught.

Researcher: How is the process of making lesson plans?

Teacher: In the process of making it, the English curriculum at MIN 2 Kutai Kartanegara is local content (*Muatan Lokal*) where the curriculum is an additional lesson needed by schools for students, so there is no definite benchmark for making it. Therefore, the preparation of the lesson plans was left entirely to me as an English teacher. For the process of making lesson plans, I usually prepare lesson plans before teaching, because lesson plans play an important role for learning purposes. Then, provide material according to the lesson plan to

determine the child's abilities. If students have difficulty with the material, then I change the easier one to suit the child's abilities but still based on the material in the lesson plan. The curriculum in making lesson plans used the 2013 curriculum, the sources I took from the internet by adjusting the makeshift books provided by the school. Determination of basic competencies is still carried out in by the books used and the material to be taught. However, not all lesson plans are implemented in the classroom because in my class I teach depending on class conditions and the different abilities of children. So in the teaching and learning process, I do not rely on lesson plans.

b. Teaching materials

Researcher: What material do you give to young learners in learning English?

Teacher: The material provided is usually in by the existing books, but in the books provided, the material is difficult for elementary school children who are just learning English. So, I usually change it in such a way that it is not too difficult, this is to adjust the conditions of the school and the skills of young learners to learn. In addition, usually I add material from the Internet, because the material on the Internet that I take is easy to understand and makes it easier for young learners to learn English. for example, the alphabet material which is the most basic English lesson that must be mastered. In providing material I am more dominant using the Internet.

Researcher: What sources do you use for English material?

Teacher: The sources used are usually teacher's handbooks and materials from the Internet, but the sub-materials still adapt to the books.

Researcher: Why do you use these materials for learning English?

Teacher: The reason is because the material on the Internet is more suitable and easier to understand than in books. On the other hand, returning to the most important reason, namely adjusting the environment, conditions, and abilities of the young learners that I teach. This is also due to the teaching and learning process whose timing is not normal as usual, because it is still in the online to offline transition. Therefore, the material I use is more dominantly sourced from the Internet.

c. Media

Researcher: Do you use instructional media in teaching English?

Teacher: Sure, I used several instructional media.

Researcher: What media do you use in teaching English?

Teacher: The instructional media that I used are whiteboard, handphone, audio, and picture books.

Researcher: Why do you used the instructional media for teaching English?

Teacher: Because makes it easier for me to convey the material. To make the teaching and learning process more interesting and fun. Teaching

young learners is different from adults, as a teacher must be able to convey material in an interesting and fun way to get their attention and make them motivated to continue learning English. The media was not provided from the school, I myself took the initiative to use some of the media that I had. Usually I take material on the internet using a handphone, audio for singing practice which can develop vocabulary, pronunciation, listening, and reading the lyrics written on the whiteboard. Then, picture story books which are given based on level for grades 2-3 usually use picture books with short writing. For grades 4-6 the writing was more then I read it to the children listening. Sometimes I also ask questions related to the pictures in the book so that I get feedback from the students.

d. Methods

Researcher: What methods do you use in teaching English?

Teacher: In general, I use the lecture method but sometimes I also use the integrated skills method which is contained in the lesson plans. In my method, I usually adjust the situation of students in class, sometimes I use TPR, games, storytelling, and songs.

2. Implementation of Strategy

Researcher: What strategies do you use in teaching English?

Teacher: In the lecture method I use, young learners usually get bored quickly and are not enthusiastic in learning English. Therefore, I modified it with another method. The strategy I use in the TPR method is typically a demonstration. The strategy in integrated skills is the association. Games method, the strategy uses questions and answers. In songs, the strategy is to use a choral drill. Then, storytelling, this strategy usually using narration or using reading pictures books.

Researcher: How are the implementation of the strategy used in class?

Teacher: In implementation of the demonstration strategy, I first give the material and then explain it by speaking using natural gestures and expressions. For example, I say, "this is my right hand," while showing my right hand and using facial expressions pointing to the child's hand. Then the children practiced what I demonstrated. In this strategy, I get feedback from young learners. Association, which is more directed at learning vocabulary such as learning synonyms, antonyms, and definitions of vocabulary, for example, story-narrative (synonyms), cool-hot (antonyms). I usually apply this strategy using questions and answers, which is very popular with young learners using the game's method. Usually, I divide into two groups, then they ask each other and answer where the question is in the form of demonstrating a monkey-like style so that he will act like a monkey then the other group will answer it. The strategy is to use a choral drill, usually, I use this strategy to the song method, they will sing a song guided by me, and they follow it. This strategy can increase a fun learning atmosphere. Then, tell stories, and read picture books while telling stories. I usually

improvise with questions and answers, such as when I say a story, I ask by showing a picture, for example, there is a picture of a cat, then I ask, "what is this?" the children will answer with vocabulary answers with English "Cat" and then I will ask again "what is cat? in Indonesian" the children will answer "Kucing".

Researcher: Do you use look-and-say strategies in teaching English to young learners? If yes, how is it implemented?

Teacher: For look-and-say, I usually only use it in some high grades, such as fifth and sixth grades, because at this age, they are more able to accept interaction. When I show the blackboard and then say it, the children will imitate it.

Researcher: Do you use pictorial illustration strategies to teach English to young learners? If yes, how is it implemented?

Teacher: I also use pictorial illustrations using a story book or drawing something on the blackboard and then explaining the illustration.

Researcher: Do you use verbal illustration strategies to teach English to young learners? If yes, how is it implemented?

Teacher: I also often use verbal illustrations, for example, "the table is blue" which I only illustrate verbally.

Researcher: Do you use read-and-say strategies in teaching English to young learners? If yes, how is it implemented?

Teacher: Read-and-say this strategy first; I direct the children to write what I wrote on the blackboard. After that, I read it, and they will imitate it. However, I implemented the strategy that I mentioned earlier based on adjusting the situation and condition of the young learners in the class.

3. Teaching Evaluation

Researcher: How do you evaluate the teaching and learning process of English?

Teacher: For daily evaluations, every day there is an evaluation of taking grades on each material given or at the end of the lesson if time allows.

Researcher: Do you use formative and summative evaluations?

Teacher: Sure, I use both. For formative evaluation, they usually give a test at the end of the lesson to find out their comprehension of the material given. Then, I used this as a reference for evaluation during the teaching and learning process. For summative evaluation, it is usually the final test or the final exam.

Researcher: Are there students who do not pass the English learning process?

Teacher: There must be someone who does not pass the English subject, because not all young learners have the same ability in the learning process.

Researcher: Is there any remedial for students who do not pass the English test?

Teacher: I do not use remedial for English lessons, because every teaching and learning process, I usually do a test or give questions at the end teaching and learning process. Therefore, every time I teach in the class, I always take the daily score if time allows. So, if there are children who do not pass, I will add the less assess to the daily score.

Researcher: How do you follow-up to students who pass and do not pass in English

teaching and learning process?

Teacher: The follow-up is given a score according to their achievement, then for those who don't pass I give a score slightly above the KKM that I take from their daily score, but it's still not the same as the score of the child who passed the exam.

Researcher: How do you assess learning for students?

Teacher: Students' assessments are usually based on their behavior, abilities, skills, practice, and proficiency in English lessons. for behavior, the assessment is based on the way they listen to the teacher's explanation, do not disturb their friends during the lesson, and are polite during the teaching and learning process. for abilities and skills, the assessment is based on how to write, read, speak or pronounce, and listen. for practice and proficiency I usually give through the way they pronounce vocabulary, skills in asking and answering questions. Then finally, I always take daily grades at the end of the lesson based on the material provided through questions related to the learning they just learned. this is done to measure how well they understand the material given.

Discussion

The discussion of the research's findings is presented in this section. The research findings about teaching English strategies for young learners at MIN 2 Kutai Kartanegara based on teaching planning, implementation of strategy, and teaching evaluation.

1. Teaching Planning

a. Lesson Plan

The interviews result showed that in English lessons at MIN 2 Kutai Kartanegara use, the curriculum is local content which only adjusts to the choice of school needs. In making lesson plans, the curriculum is determined by the English teacher because, in the English curriculum, there is no definite benchmark. The teacher makes a lesson plan using the 2013 curriculum, makes basic competencies based on references on the internet and then adapts it to the books provided by the school.

The lesson plan was one of the instructional plans that the teacher was required to create. Based on the theory put forward by Brown regarding lesson plans as "a set of activities that represent the 'steps' throughout the curriculum before and after you have had a break (about a day) to evaluate the lesson and also get prepare for the

next"(Latifa, 2017). Before the beginning learning process, the teacher usually prepares a lesson plan to support the teaching process.

This research findings aligns the previous studies conducted by Lestari. She found the strategies based on the lesson plan. Before beginning the English lesson, the teacher created the lesson plan. A lesson plan is crucial to improve the quality of education (Indah Lestari, 2019).

The teacher makes a lesson plan to facilitate the teaching and learning process. Lesson plan contains purposes, learning materials, methods, time allocation, learning resources, and teaching evaluation. The teacher does not implement all the lesson plan's steps because teacher adapts to the situation, conditions, and abilities of the children in the class. This is a difference from the previous study, in which the researcher compared that the lesson plan was used as it should be based on Lestari's research. However, in this research, not all steps are used because they adapt to the conditions and abilities of the children being taught.

b. Materials

Teaching materials are media to achieve teaching goals. Suharsini states the teaching materials are a core component of the teaching process (MISHANILA, Nurhasanah, & Nafiah, 2019). In providing material, the teacher uses the English book "Grow with English, An English course for Elementary School Students. Erlangga published English course for Elementary School Students. Teachers also use the internet in providing material, source: <https://www.jagoanbahasainggris.com/>.

In providing material, the teacher usually adjusts to the students' abilities. In this case, several factors affect students' abilities such as the material in books is quite difficult, the teacher modifies the use of material on the internet because of the transition from online to offline, time constraints, and lack of communication. However, providing teacher material is in by the theory stated above, which states that teaching materials is media to achieve learning objectives. Through material that students easily understand, it will also make it easier for teacher to achieve these learning purposes.

Teacher use Internet materials more than books because easier and more suitable for young learners. Then, the teacher also adapts to the children's environment, school conditions, and their background. However, the material still adapts to the book in the lesson plan because it must follow the rules that apply to learning for young learners.

Based on previous research from Lestari, she found the teacher in choosing the material is adapted students' ability. The teacher used English books, the Internet and article to make students not bored during the learning process. The students were also not monotonous in their study in the class (Indah Lestari, 2019).

Based on Lestari's previous research, she found that teachers choose materials according to students' abilities. Teachers use English books, the internet, and articles, so students do not get bored during the learning process. Students are also not monotonous in learning in class. Similar to this research the teacher adapts to the student's abilities, but the teacher at MIN 2 Kutai Kartanegara does not use articles because it adapts to the level of education.

c. Media

According to Hamruni theory's, The word "medium" is spelled "media" in the plural. There are numerous forms of media surrounding us, such as television, computers, images, books, radio, audio, and newspapers. The teaching and learning processes in education make use of certain media to impart knowledge to learners. We refer to this as educational media (MISHANILA et al., 2019).

Based on teacher interviews using whiteboard, handphone, audio, and picture books in teaching. Handphone media is a tool that will provide learning resources, namely accessing material from the internet. Audio is a learning media used to play children's songs according to the material. Picture books are usually used to tell stories and ask questions in learning. The use of the interview media and the theory that the researcher uses is correct. Learning media aims to convey knowledge to young learners with the help of tools learning becomes more interesting and can motivate young learners.

d. Methods

The interview results show that the teacher uses the method. Teacher said she used various methods: integrated skills, lecture, Total Physical Response (TPR), games, storytelling, and songs.

Based on several theories related to the interview results, the Integrated Skill method refers to ways of combining information and skills from various sources and experiences, or by using knowledge and abilities in a variety of settings (Pardede, 2019). The lecture method is considered the oldest teaching method. The teacher explains the content of lesson to the young learners, so they can understand lesson plans and academic concepts effectively. By adjusting voice, stance, and facial expressions, teachers use gestures and basic tools. Students are passive, whereas teacher are more active (Kapur, 2020). An method of teaching languages called Total Physical Response (TPR) emphasizes the integration of speech and movement (Corps, 1989). Haycraft argues that games are fun to create classes using their actions in English According to Wright, Betteridge, and Buckby, games encourage students to focus their potential on language learning by offering relevant context. Games are crucial for students and English teachers to have fun, unwind, and to encourage pupils to utilize their language in creative and expressive ways (Saputra, Septiani, Adriani, & Sundari, 2021). According to Cant and Superfine Song is a powerful and almost endless source of English vocabulary (Witek, 2011). Based on the explanations, several methods are related to the theory of the researcher used in this research.

2. Implementation of Strategy

According to David, strategy are a plan, method, or series of activities designed to achieve certain educational goals in the context of education (Astuti, 2021). In implementating this research strategy, the teacher at MIN 2 Kutai Kartanegara used several strategies: demonstrations, choral drills, look-and-say, illustrated illustrations, verbal illustrations, associations, question and answer, narrative, and reading-and-say.

This is same as the previous research by Astuti's thesis, It identified the instructional strategies teachers employed to encourage student participation in English lessons. She employs the following strategies: demonstrations, choral drills, look-and-say, pictorial

illustrations, verbal illustrations, associations, question and answer, narration, and read-and-say. Mary Jo Skillings and Bonnie Piller are the authors of these theories.

The similarity of this research is that both use the theory proposed by Mary Jo Skillings and Bonnie Piller. However, the difference is the implementation context. This research aims to determine the strategies used by an teacher at MIN 2 Kutai Kartanegara. At the same time, she uses it to encourage student participation in English classes.

Based on the explanation above, that the teacher uses the strategy of Mary Jo Skillings and Bonnie Piller to implement of teaching English. In this case, the English teacher uses this strategy to teach young learners with a local content curriculum where the teacher must have the best strategy to achieve the learning objectives for young learners.

3. Teaching Evaluation

Evaluation is a necessary part of knowing the outcome of the teaching-learning process so that the teacher can understand the achievement of the student's expectations. Evaluation can be summative or formative (MISHANILA et al., 2019). After presenting the topic, the teacher will usually conduct an evaluation to evaluate how effectively the students have absorbed the knowledge. In the teaching and learning process, the teacher used summative and formative tests.

Formative evaluation of the test is carried out at the end of the discussion at each meeting. In summative evaluation, a final examination is a summative test. The summative test's goal is to determine student learning outcome levels and score patterns that are subsequently utilized to enhance learning reports. In this process, students usually pass and do not pass. The teacher does not continue to give children who pass grades according to their achievements, while those who do not pass are usually to meet their KKM scores. The teacher adds from the daily scores which this continue to adjust the assessment standard. Students' assessments are usually based on their behavior, abilities, skills, practice, and proficiency in English lessons.

Conclusion

This study draws the conclusion that the teacher's strategies for teaching English are effective based on the data results to young learners at MIN 2 Kutai Kartanegara were teaching planning, implementation of strategy, and teaching Evaluation. In teaching planning, the teacher prepares the lesson plans before teaching English. Lesson plans are based on the 2013 curriculum, where the English curriculum is a local content curriculum that does not have benchmarks related to the curriculum of the subjects used. Then, the basic competencies are determined according to the existing book, and not all steps in the lesson plan are given in the class because the teacher adapts to the situation, conditions, and abilities of the young learners. The teacher provides teaching materials according to the lesson plans sourced from books and the internet. In this case, the teacher is more dominant in providing material from internet sources than books to adapt to the situation and abilities of young learners being taught. Media, the teacher uses a whiteboard, handphone, audio, and picture books as a tool. The teacher uses various methods: integrated skills, lecture, Total Physical Response (TPR), games, storytelling, and songs. Using strategies in teaching English to young learners, the teacher uses demonstrations, choral drills, look-and-say, pictorial illustrations, verbal illustrations, associations, question and answer, narration, and read-and-say. In teaching Evaluation, the teacher uses formative and summative tests to evaluate the teaching and learning process. Formative test for evaluation at the end of the lesson. While the summative test is an evaluation conducted at the conclusion of the teaching, namely the final exam or national exam. Students' assessments are usually based on their behavior, abilities, skills, practice, and proficiency in English lessons.

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