



**TEACHERS' STRATEGIES IN TEACHING ENGLISH
AT TK BUNAYYA PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as a
partial Fulfillment of the Requirement for the Degree of Graduate of
Islamic Education (S.Pd.I) in English*

Written By :

MEI SUSANTI HARAHAP
Reg. No. 08 340 0065

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2015

Term : Thesis
a.n. Mei Susanti Harahap

Items : 7 (Seven Exemplars)

Padangsidempuan, 2015
To :
Dean Tarbiyah and Teacher Training
Faculty
In-

Padangsidempuan

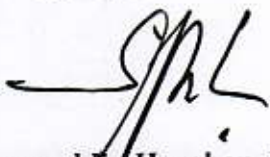
Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to MEI SUSANTIHARAHAP, entitled "*Teachers' Strategies in Teaching English at TK Bunayya Padangsidempuan* ", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English.

Therefore, we hoped that the thesis will soon be examined in front of the thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

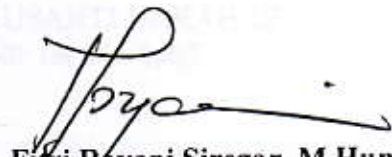
Wassalamu'alaikum Wr. Wb.

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DECLARATION OF SELF THESIS COMPLETION

The name wwhio sign here :

Name : **MEI SUSANTI HARAHAP**
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The Title of a Thesis : Teachers' Strategies in Teaching English At TK
BunayyaPadangsidimpuan

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisor, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14. Verse 2.

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AGGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

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Name : MEI SUSANTI HARAHAP
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For development of science and knowledge, I hereby declare that i present to the State Institute For Islamic Studies Padangsidimpuan **Non-exclusive Royalty Right** on my thesis entitled :

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Date : 2015

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TEMPEL
PADA KEHIMPUNAN BANGSA
10

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RUANG KIRI BILANGAN

6000

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MEI SUSANTI HARAHAP

EXAMINERS
SCHOLAR MUNAQASYAH EXAMINATION

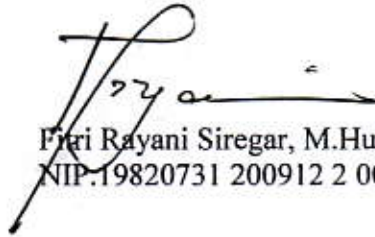
NAME : MEI SUSANTI HARAHAAP
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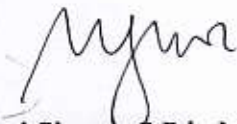
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Proposed :

Place : Padangsidempuan
Date : 23 Februari 2015
Time : 09.00-finish
Result/Mark : 70,25
IPK : 3,34
Predicate : Very good



MINISTRY OF RELIGION
STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY

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LEGALIZATION

Thesis : **TEACHERS' STRATEGIES IN TEACHING ENGLISH
AT TK BUNAYYA PADANGSIDIMPUAN**

Written by : **MEI SUSANTI HARAHAP**

Reg. No : **08 340 0065**

The Thesis had been accepted as a partial fulfillment of the requirement for
the degree of Graduate of Islamic Education (S.Pd. I)



Padangsidempuan, 13, 04, 2015

Hj. ZULHIMMA, S.Ag., M.Pd
NIP. 19720702 199703 2 003

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, the writer would like to convey her grateful to Allah SWT. The Most Creator and Merciful who has given her the health, time and chance for finishing this thesis: “ **Teacher’s Strategies In Teaching English At TK Bunayya Padangsidimpuan** ”. This thesis is written in order to fulfill one of the requirements for English Education Department of State Institute for Islamic Studies (IAIN) Padangsidimpuan. Hence, this thesis paper has been undertaken.

In writing this thesis, the writer is assisted by some people and institutions. Therefore, in this opportunity the writer would like to express her gratitude to the following people:

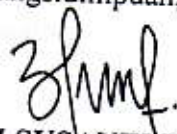
1. Thanks are due to Ikhwanuddin Harahap, M. Ag., and Fitri Rayani Siregar, M. Hum., as my advisor I (one) and II (two) who has guided the writer to complete this research.
2. Thanks are due to DR. H. Ibrahim Siregar, MCL., as the Rector of State Institute for Islamic Studies (IAIN) Padangsidimpuan, and Vice Rector I,II,III.
3. Thanks are due to Hj. Zulhimma, S.Ag, M. Pd., as the Dean of Tarbiyah and Pedagogy Faculty.
4. Thanks are due to Rayendriani Fahmei Lubis, M.Ag, as the Chief of English Department.

5. Thanks are due to Yusri Fahmi, S.Ag.,S.S.,M.Hum as the Chief of Library and his staffs have borrowed the books to the writer in this research.
6. Thanks are due to all lecturer who have taught, guided and also encouraged her during studying in IAIN Padangsidempuan.
7. Thanks are due to my parents who have given support and motivation during studying in IAIN Padangsidempuan.
8. Thanks are due to my brothers Irwan Harahap, Saiful, Sopan Sopian, Muchtaruddin, Yussuhardi, my sisters Herawati, Mariana, Nia Yusniarti and Lisnawati who have given support and motivation during studying in IAIN Padangsidempuan.
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This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan,

2015



MEI SUSANTI HARAHAP
Reg. No. 08 340 0065

ABSTRACT

Name : MEI SUSANTI HARAHAAP
Registration Number : 08 340 0065
Faculty : Tarbiyah And Teacher Training Faculty/TBI-2
Title : Teacher's Strategies in Teaching English at TK
Bunayya Padangsidimpuan

Teaching at kindergartens is not easy , moreover teaching English . The writer identified many strategies , as seen that there are many teachers who did not to know how to teach English especially at kindergarten . In this research , researchers wanted to find out about the teachers ' strategies in teaching English , the teacher's obstacles to teaching English and teacher efforts to overcome obstacles in teaching English at TK Bunayya Padangsidimpuan .

The method research was done with descriptive and qualitative approach . Descriptive research involves collecting data in order to answer questions about the opinions of people about some topics or issue and descriptive research also called survey research . The source of the data was English teachers , Headmaster , students and parents at TK Bunayya Padangsidimpuan . As the instrument for collecting data on to the research such as observation , Interview and documentation . Data processed and analyzed was done qualitative processes.

Based on the result of research , researchers was found that the teacher's strategies in teaching English at TK Bunayya Padangsidimpuan , namely song , games , show the equipment , field observation , pictures , conundrum , and role playing. From the stratgies above just two strategies were valued have been effective there were song and field observation_. The teachers ' obstacles were , hyperactive child , less adequate facility , children were difficult to communicate , different ideas about teaching method of schoolside with parents , bad boy , bizarre with English , children's English pronunciation is still lacking . To overcome hyperactive children, So teachers gave the task to children_, to overcome were difficult to communicate and bad boy . So , teachers gave special attention to them , to overcome different ideas about teaching methods between school side and parents ' , school side effort In the same opinion on school sides and parents with presenting training or consultancy between teacher and parents through link book has been provided by school side . To overcome the other obstacles to the teacher in the teaching process , so the teacher had been trying every Saturday in the school environment . Sometimes school side delegate teachers to attend kindergarten teachers ' training in out cities. Sometime schoolside ordered a coach from out cities.

CURRICULUM VITAE

A. Identify

Name : Mei Susanti Harahap
Place and birthday : Langan rejo, 02 Mei 1990
Sex : Female
Religion : Moslem
Address : Hutaimbaru, Kec. Padangsidimpuan Hutaimbaru

B. Parents

Father : Mahran Harahap
Mother : Sri Juwita Siregar

C. Background of Educations

1. Elementary School at SD SDN 200405 Hutaimbaru, 2002
2. Junior High School at MTS YPKS Padangsidimpuan, 2005
3. Senior High School at MAN 1 Padangsidimpuan, 2008
4. Student of English Section at Institute College for Islamic Studies (IAIN)
Padangsidimpuan 2008-2014

APPENDIX I

INTERVIEWS

A. Interview to the teacher

1. What are your strategies in teaching English at TK Bunayya Padangsidempuan ?
2. What are your obstacles in teaching English at TK Bunayya Padangsidempuan?
3. What are your efforts' to overcome teacher's in teaching English at TK Bunayya Padangsidempuan ?

B. Interview to the Headmaster

1. How accurate you about the strategy was used by teachers in teaching process ?
2. What is the strategy have been effective and efficient ?
3. How is growth of the students with applying the strategy ?

C. Interview to the student

1. What is your name ?
2. Do all of you have learnt English language ?
3. Usually, What is learn ?
4. Usually, What is song ?

APPENDIX II

OBSERVATIONS

1. Teaching learning English process was conducted by teacher :
 - a. The teachers' way to opened teaching learning process
 - b. The teachers' strategies in teaching process
 - c. Students' behavior in teaching process

APPENDIX III

DOCUMENTATION

PROFIL TKIT BUNAYYA YPSDI BINA UL UMMAH

PADANGSIDIMPUAN

1. Location of the TK Bunayya.
2. Teacher of TK Bunayya.
3. Curriculum of TKIT Bunayya Padangsidimpuan
4. Item lesson of TK Bunayya.
5. Photo students and teachers activities of TK Bunayya.

APPENDIX IV

Items Iesson Of TKIT Bunayya Padangsidimpuan

In a teaching process a teacher must be prepared things in teaching process for example is Iesson items. Lesson items is very important matter to be prepared by a teacher, and a teacher claimed to know the Iesson items which will submit in the class. As for Iesson items submitted by teacher in TKIT Bunayya Padangsidimpuan is :

a) Rekreasi

Read and Match

Baca dan Pasangkan

Car (*kar*)

Mobil



Plene (*plein*)

Pesawat



Train (*trein*)

Driver ('*draiver*')

Supir



Pilot ('*paillet*')

Pilot



Engineer ('*enje'nir*')

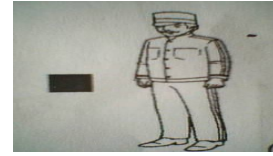
Kereta Api



Ship (*syip*)

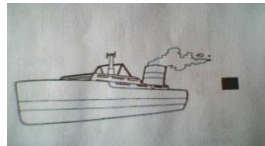
(*'kaepten*)

Masinis



Ship's Captain (*syips*

Kapal



Nakhoda



b) Air, Udara dan Api

Read and Match

Baca dan Pasangkan

Pipe stove

Ballon

Faucet

Candle

(*paip stowv*)

(*be'lumn*)

(*'fosit*)

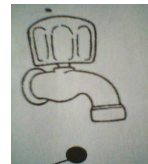
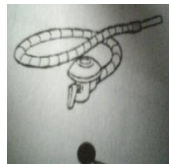
(*'kaendel*)

Selang gas

Balon

Keran

Lilin





Pail
(*peil*)

Ember



Match
(*maec*)

Korek api



Gas stove
(*gaes stowv*)

Kompur gas



Pump
(*pamp*)

Pompa

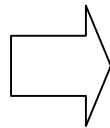
c) Pekerjaan

Study the picture, listen and say

Pelajari gambarnya, dengar dan ucapkan

Doctor
(*'dakter*)

Dokter



Policeman
(*pe'liesmen*)

Polisi



Chef
(*syef*)

Hospital
(*'haspital*)

Rumah sakit



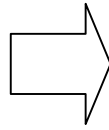
Police station
(*pe'lies'steisyen*)

Kantor polisi

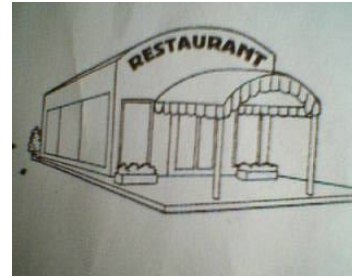


Restaurant
(*'resterent*)

Koki



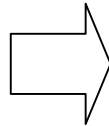
Restoran



Taecher

(*'tiecer*)

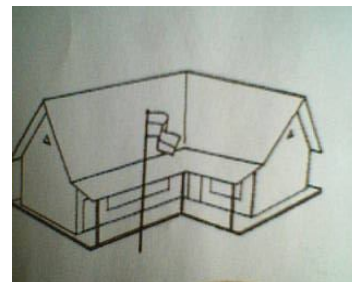
Guru



School

(*'skuwl*)

Sekolah



1

¹. *Document*, Materi Pelajaran Semester 2 TP.2013-2014 TKIT Bunayya Padangsidimpuan Kelas TK B, Take at 05th, June, 2014

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of international languages, which is used through out the world and also English is used in many fields of life such as : in Politics, Economics, Social and Education. Therefore, English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation. English is one of the foreign languages for Indonesian students, that must be learnt in school since kindergarten level until University level. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary. English teaching involves of four language skills, they are Listening, Speaking, Reading and Writing. In teaching and learning a language, there are four aspects that support four language skill above such as : grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process.

In teaching English, especially vocabulary, the teacher should be creative in choosing the materials and able to stimulate the students interest. The teacher needs to manipulate some strategies to support the teaching and learning process. Strategy for teaching learners offers an overview of basic principle practices and method that provide a broad foundation for educating

English learners, including such topics as the influence of cultural on schooling, the cultural practices of schooling, and the sociopolitical context of education.¹ Strategy includes target activity, whose, in concerned in activity, fill activity, process activity and medium of activity supporter.

Strategi mengajar merupakan suatu kegiatan yang harus dilakukan oleh seorang siswa dan guru dalam rangka mencapai target pembelajaran secara efektif dan efisien. Strategi mengajar adalah seperangkat prosedur belajar dan alat-alat yang digunakan secara kolektif untuk meningkatkan hasil belajar siswa. Strategi mengajar diartikan sebagai perencanaan tentang jaringan kegiatan yang dirancang untuk mencapai target pendidikan tertentu.²

This mean in learning process a teacher to teach really is knowing with all that is required in learning process so that the target of the study can be achieved. With existence of the target, the teacher will know the process of teaching. Therefore, A teacher must prepare teaching learning strategies before teaching process began, so that teaching process can be better. It was done also in kindergarten until college.

To realize the target of teaching English in kindergarten is not easy. Teachers must be used a good strategy, efficiently and effectively. For example: at the same time learning to play, learning at the same time singing, learning at the same time drawing, it is can used as teaching strategies because it is more diverse and more fun. To achieve the teaching goals, the teacher must have a strategy that is right for the students, because with the right strategy, the students will feel fun and students want to learn with their teachers. Teachers in the learning process must to make the classroom

¹.Lynne T. Diaz-Rico, *Strategies of Teaching English Learner, Second Editions (US:2004)*, p. xix.

². Istarani, *58 Model Pembelajaran Inovatif* (Medan : Media Persada, 2012), p. 1.

atmosphere is conducive and convenient for students because of the conditions that will make the students feel like learning. Teachers strategies in English teaching should be done better so that able to achieve the teaching goal at Kindergarten optimally.

Kindergarten is one of the lowest formal education, today kindergarten was liked by all the parents, because they feel that the education of children from an early age is crucial to their children. TK Bunayya is Kindergarten very famous in Padangsidempuan, because this kindergarten is different from other kindergarten. In teaching methods this kindergarten to incorporate the curriculum of government with religion. In teaching process as well as all of the teachers claimed to have the right strategy to achieve the goals study, regardless of English learning. Although English is not longer included in the curriculum for kindergarten, but this lesson was liked by students because teachers have strategies is efficient in the learning process. In determining the strategies used by teachers depending on the theme of lesson, for example : Animal. There are several strategies used by teachers in the English teaching in TK Bunayya: Picture, Field observation, Song, Show the equipment.³

Based on the previously research, strategies was used by teachers very attached to the children's hearts, one of the strategies was used by teacher and children always remember is song, this is evident, they frequent singing English songs with their friends. So English song is taught by their teachers in kindergarten always stick in their memory. Furthermore, children are very easy

³.Interview with Rahmi Yusni, S.Th.I, Teacher at TK Bunayya, 03, February, 2014

to capture and remember the things that are hymns. Based on the above, the writer is interested to analyze further about what strategies are used by teachers in teaching English in kindergarten in the title: “ **TEACHER’S STRATEGIES IN TEACHING ENGLISH AT TK BUNAYYA PADANGSIDIMPUAN** ”.

B. Limitation of the Problem

1. This research only limited to the teachers ' strategy in teaching English .
2. This researches only limited to the teacher's obstacles to teaching English .
3. This researces only limited to teacher's efforts to overcome teachers obstacles to Teaching English .

C. Definition of Terminologies

1. Teachers is who controlled students , fell time is being wasted.⁴

Guru adalah mendidik dan mengajar anak didik untuk membimbing, memberikan petunjuk, teladan, bantuan, latihan, penerangan, pengetahuan, pengertian, kecakapan, keterampilan, sikap-sikap dan sifat-sifat yang baik dan terpuji. ⁵

2. Learning strategies is an activity that should be done by students and teachers in order to reach the target study effectively and efficiently . Learning strategy is a set of procedures for the study and materials used collectively to improve students ' learning outcomes . Learning strategies can be defined as the planning of the network contain activities designed to achieve specific

⁴. Jeremi Hemer, *How to Teach English Language Teaching* (English: Longman, 1998), p. 1-2.

⁵. Ahmad Sabri, *Strategi Belajar Mengajar Micro Teaching* (Jakarta : Quantum Teaching, 2005). p.68.

educational goals.⁶ Strategy for teaching learners offers an overview of basic principle practices and method that provide a broad foundation for educating English learners , Included such topics as the influence of cultural on schooling , the cultural practices of schooling , and the sociopolitical context of education.⁷ Strategy included target activity , whose , In concerned in activity , fill activity , process activity and medium of activity supporter .

3. Teaching is the guidance of learning activities.⁸ Teaching is a process gave helping or support for students in teaching and learning activity.⁹ So , teaching processes is giving and take a process of science from the teacher to the students .
4. English is an international language .

A kindergarten represented one of a form educateted pre school which aim to assist growth child child of before entering elementary education .

D. Formulation of the Problem

Based to above background, hence the problem formula which is in discussing in this research shall be as follows :

1. What are teachers' strategies in teaching English at TK Bunayya Padangsidempuan ?.

⁶. Istarani, *Op. Cit.* , p. 1.

⁷.Lynne T. Diaz-Rico, *Strategies of Teaching English Learner, Second Editions (US:2004)*, p. xix.

⁸. Ahmad Sabri, *Op.Cit.*, p.6.

⁹.Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaktif Edukatif Suatu Pendekata Teoris Psikologis* (Jakarta: Rineka Cipta, 2006), p.39.

2. What are teachers' obstacles in teaching English at TK Bunayya Padangsidimpuan ?
3. What are the teachers' Efforts to Overcome Teachers obstacles in Teaching English at TK Bunayya Padangsidimpuan ?

E. Aims of the Research

The aims of the research are :

1. To know the teachers' strategies in teaching English at TK Bunayya Padangsidimpuan.
2. To know the teachers' obstacles in teaching English at TK Bunayya Padangsidimpuan.
3. To know the teachers' Efforts to Overcome Teachers obstacles in Teaching English at TK Bunayya Padangsidimpuan.

F. Significances of the Research

The using of the research are follow :

1. To writer as addition of science about of English teaching strategies at kindergarten level.
2. To other researcher as addition of material to do a further research in the same field.
3. To the headmaster of TK Bunayya Padangsidimpuan as information about the strategy and difficulties by teacher' in teaching English.
4. To teachers of English to know solution of the problems by teacher in teaching English process.

G. Outline of the Script

The writer give the outline of the thesis that would be done in script paper, to help readers understand the reserach, as follows :

Chapter I, It consist of Background of problem, that explained about the important and the reason of the research ; Limitation of the problem that told about definition problems of research to be studied ; Definition terminologies containing about used by terms is researcher in this research ; Formulation of the problem told about what must writer search or describe in teh reserach ; Aims of research told about the purposes of research explained what for of the research did ; Significances of the Research explained the destinationof the research ; and Outline if the script explained the content each chapter.

Chapter II, It consist of the theoritical description told about the description of the teaching English strategy At TK Bunayya Padangsidimpuan ; Review of r lated findings told about the rlated research that found before.

Chapter III, It consist of research methodology consistof the approach and kind of research that used in the research ; the location and the schedule of the research, the research told about the source of research consist of primary and secondary data, the technique of data trustworthiness was tringualation,the tehcnique of data analysis was logical description.

Chapter IV, It consist of the result of the research consisted of general finding was the story TK Bunayya Padangsidimpuan, the Geographical, teachers and students condition and specific findings was description of teacher's activities in teaching English. Teacher's strategies in teaching

English, Problem solving for teacher's problem in teaching English At Bunayya Padangsidimpuan.

Chapter V, It consist of conclusion and suggestion from teachers' activities in teaching English, teachers' strategies in teaching English, problems solving for teachers' problems in teaching At TK Bunayya Padangsidimpuan, suggestion give for principle teacher, students, and othere research.

CHAPTER II

THE THEORITICAL DESCRIPTION

A. Theoretical Description

1. Teacher's Strategy

a. Definition of Teacher

The teacher is a very important role in education. "In Oxford dictionary it is stated that teacher is a person whose job is in teaching especially in a school".¹ This means, someone told as teacher if the people teach school environment. Furthermore, "According to the National Education system, teachers task specifically to teach in primary and secondary education in higher education it is called lecturer." So, in this case study is not only to teach at the elementary school level, but also in the college. Teachers should really bring their students to achievement goals. Teachers should be liberal-minded people and teachers should have the authority. It is very important for the teacher to have sincerity. Because it is a strength that can give the impression and influence to students.² Teacher had the idea to realize and to support students' interests so that will form good relationship between teachers and students.

In Islam, the person most responsible is the parents of the students. Responsibility parents to their child are two: first because it is natural, that the responsibility for educating their children, the second is the progress of growth,

¹. A.S.Hornby, *Oxford Advanced Learner's Dictionary of current English* (New York: Oxford University Press, 2000), p.1386.

². Cece Wijaya, *Upaya dalam Pendidikan dan Pengajaran* (Bandung: RemajaRosda Karya, 1992), p.23.

the child's success is the success of the parents.³ So, the writer concludes, the teacher is the one who was instrumental in the process of learning. Teachers are people who often interact with students and more aware of the nature of the students. So that it will be easier for teachers to approach students. So the teaching target can be achieved. The teacher is the one who has given the knowledge to the students and teachers will attempt to change the student to be better. Because the teacher is not just a teacher, but teachers are well educated.

b. Teacher duties

Teachers as one of the most important in the world of education and have been very much tasks. The teacher in charge as architecture to shape character and soul students'. For achieved targets to be expected in the learning process, then every teacher is highly demanded to have an interest in the learning process. A teacher is expected to make to be adult level in acting and performing. The teacher as educators have a duty which is not small. The duties and functions of learning in the educational process at the school are :

a) Teacher as instructors and educator

A teacher must have a predominance of science and personality conditions. Teachers will be able to educate and teach if he / she has the emotional stability. Has felt a great responsibility to move forward realistic educated children. Attitude, honest, and well behaved in an open and sensitive to growth, particularly for education innovation.⁴ As an instructor, a teacher trying to build the growth of knowledge, skills and attitudes. Teachers know that at the end of each set of lessons each occur only rarely change and growth just knowledge. The possibility also learns to have pleasure if when there has been a change

³. Abuddin Nata, *Filsafat Pendidikan Islam* (Jakarta: Logos Wacana Ilmu, 1997), p. 62.

⁴. Zakiah Daradjat, *Pengajaran Agama Islam* (Jakarta: Bumi Aksara, 1995), p. 265

and growth in the field of knowledge and skills , because hopeable is an indirect effect , through a process of growth in the area transper attitude and enthusiasm of the students . ⁵ As a teacher educator in addition to transferring knowledge to others teachers also needs to be able to make what teaching can be implemented by all students and stick to the students , so that students can reach maturity .

b) Teacher as members socializes

In this case , the teacher must meet the requirements of the personality and the specific conditions of the dominance of science . Teachers should be open , do not act autoritarily , arrogance does not behave , behave friendly to anyone . Teachers also have to help wherever and whenever , and also sympathy and empathy towards the head , coleage , and all students . For teachers to develop relationships of the socializing , He needs to master social psychology . Specials hitting human relations to the framework of groups dynamics . As a member of socializing , the skills of teachers themselves , such as skills in team building , skills work together in groups , and task completion skills with the group .

c) Teacher as leaders

In this case , learning to teach and guide the students in the classroom for learning activities . Because in situations instruction , learning and leading full responsibility for leadership in conducting teacher determines the direction of activity of the child so that it will conduct learning activities to achieve the targets set . Teachers have the opportunity and responsibility in many situations to guide the child in trouble finishing , shaping decisions , and facing children in trouble . ⁶ The teacher is a teacher leader is one who is responsible for the learning process . Meaning classroom teachers determines the direction of the activity of students in the class , so that activities in the conduct of students can not be separated from the study objectives has been seting .

d) Teacher as administration executors

Teachers practice administrators try to resolve the problems faced by all students , either in the form of correspondence or in the case of the

⁵ . Drs.Syaiful Bahri Djamarah, M.Ag, *Guru dan Anak Didik dalam Interaktif Edukatif Suatu Pendekata Teoris Psikilogis* (Jakarta: Rineka Cipta, 2006), p.39.

⁶.*ibid.*

preparation of lesson plans in the classroom . Teachers practice learning administrators also must prepare the things needed by students , for example , planning of teaching , syllabus and others so that the target of the study can be achieved . In addition to the teacher should also be able process management in classroom teaching . So that the learning process can be a better grade . And the existence of teachers as administrators are very influential in the process of teaching and learning in the classroom .

If all the things above can be done by teachers , So that study processes will do better and student will like to learn .

2. The Role of Teacher

As an educator , teachers has a very important role and strategic role in education . That role not only in education , but teachers also so central in the community environment. Many of the necessary roles of the teacher as an educator , or who knows himself to be a teacher more . Implementation of the teachers role will be very good for the community and students . All the expected role of the teacher is described below :

- a. Corrector
- b. Inspirator
- c. Informator
- d. Organizer
- e. Motivator
- f. Initiator
- g. Facilitator
- h. Counselor
- i. Demonstrator
- j. class Organizer
- k. Mediator
- l. Supervisor
- m. Evaluator⁷

⁷. Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaktif Edukatif Suatu Pendekatan Teoris Psikologis* (Jakarta: Rineka Cipta, 2006), p. 43-49.

From all of the explanations of authors to conclude that the teacher has a duty and not a little roles of the teacher must measure up profesional_the roles and duties to be all the established learning objectives can be achieved .

3. Definition of Teaching Strategy

In early period of the strategy used in the military world is defined as the use of all of the military force to win the war . In education strategy is defined as a plan , method , or series of activities designed to achieve specific educational field . There are much manner to be attention to the definition of. First , the learning strategies are device activity (networks) , Including devices from use of the method and the use of various sources of the lesson . This mean that the preparation of a new strategy will bw appear when teaching learnings a process_.

Second , a strategy created as preparation to achieve specific - goals . The point to instruct all decisions in strategy was arranged is to achieve the goal . With manner arranged the steps of leaning , the utilization of variety of facilities and learning resources is completely ordered in an effort to achieve the goal . So , determine the previous strategy , need a clear formulation of the target , so that can be measured the success , But not all goals can be achieved only with the only strategy.⁸

Strategi mengajar merupakan suatu kegiatan yang harus dilakukan oleh seorang siswa dan guru dalam rangka mencapai target pembelajaran

⁸. Wina Sanjaya, *Kurikulum Pembelajaran* (Jakarta: Kencana Prenada Media Group, 2008), p. 293-294.

secara efektif dan efisien. Strategi mengajar adalah seperangkat prosedur belajar dan alat-alat yang digunakan secara kolektif untuk meningkatkan hasil belajar siswa. Strategi mengajar diartikan sebagai perencanaan tentang jaringan kegiatan yang dirancang untuk mencapai target pendidikan tertentu.⁹

This mean in the learning process a teacher to teach really is knowing with all that is required in the learning process so that the target of the study can be achieved_. With existence of teaching strategy so study processes will progressively easy to be achieved. " Strategy for teaching learners efforts an overview of basic principle practices and method that provede a broad foundation for educating English learners Includes such topics as the influence of cultural on schooling , the cultural practices of schooling , and the sociopolitical context of education. ¹⁰ " Learners strategies are defined as systematic plans , design , procedure , or maneuvers used during learning.¹¹ " Strategy is the art of planning operation in war esp of the movements away armies and navies favourable positions for fighting skill in managing any affair or tactic. ¹² " Strategy is a way or steps being taken by the teacher in the learning process . From some of the above writers can give the conclusion that teaching is a business , way , methods or techniques used by educator to accomplish lessons to students , so that students understand with what is being taught so that the target of education can be achieved.

⁹. Istarani, *58 Model Pembelajaran Inovatif* (Medan : Media Persada, 2012), p. 1.

¹⁰. Lynne T. Diaz-Rico, *Strategies of Teaching English Learner, Second Editions (US:2004)*, p.xix.

¹¹. Ibid., p.109.

¹². A.S Hornby , *Op.Cit.*, p.1384

4. Teacher's Strategies In Teaching English At Kindergarten

Kindergartens is one early childhood education . Old age of about 3 - 6 years . Preschool education has a very important role in the development of children's personalities , and also to prepare them to enter next level education . Where kindergarten children needed a pleasant to help their growth . The role of kindergartens_is to forms their personality and introducing a range of knowledge , attitudes , behaviors , based to their age . TK as a beautiful playground , comfortable , and pleasant children will socialize with peers . In this period the government to develop the potential for children through new regulations from the government . The relevant government regulations to improve children's potential are :

Kurikulum 2013 di TK hakikatnya merupakan rencana yang akan dilakukan selama proses pembelajaran, sehingga mutlak dibutuhkan oleh setiap satuan pendidikan. Kurikulum di TK menyediakan hal-hal yang sesuai dengan kebutuhan anak dengan mengacu pada Permendiknas Nomor 58 Tahun 2009 tentang Standar TK. Setiap anak diberikan kesempatan untuk mengembangkan diri sesuai dengan potensi masing-masing. Pendidik berusaha untuk membantu, jika anak membutuhkan. Kurikulum TK terdiri dari kumpulan bahan pelajaran termasuk ruang lingkup pertumbuhan, yaitu pertumbuhan moral & agama, Fisik-motorik, kognitif, bahasa, dan sosial emosional. Setiap lembaga TK dapat mengembangkan kurikulum sendiri sesuai dengan karakteristik masing-masing lembaga dengan memenuhi prinsip pertumbuhan capain minimum yang tertera di Permendiknas Nomor 58 Tahun 2009 tentang Standar TK, sebagai acuan. Kemampuan anak yang terkandung dalam Permendiknas Adalah kemampuan anak pada umumnya, sehingga praktis kinerja anak bisa melampaui usia atau di bawah usia .¹³

From clarification above can be seen that the development of the language for kindergartens is very important to be developed including English

¹³.Tian Repi, “ Model Kurikulum 2013 di sekolah TK/ Pendidikan Anak Usia Dini (PAUD) (<http://kurikulumpauid.blogspot.com> , Accsed at 12 March 2014 at 10.00 WIB)

. On this basis , the government began to make English as a part of a lesson in kindergartens and in various regions . English is a life skill that is necessary for the community , this is a fact . English (no doubt) has become to need of modern society to be able to participate in the global life . Globalization in the entire region has put English as the link between the socializing - country (international) . As a result , today there is no one of areas that do not know the English term . But , Society is sure attempt to understand the English while it is confined to absorption (loans) pure element as well as adjustments to the Indonesian (assimilation and adaptation) . A teacher taught English must be having a good strategy in teaching English process so that students can be understood English Language .

Teaching strategies is networks planning activities designed to achieve specific educational targets . The strategy is a tactic in the learning process . Teachers characterization is very important to education . In achieved the target of education teachers should have a good strategy . Similarly , In English class , probably is not an easy of children to comprehend it . So Kindergarten teachers must have a strategy that is appropriate for children . So they can be understood the English . English teaching strategies that can be done by teachers in kindergartens are :

1) Hymn (Songs)

The hymn is referring to the words used in a tone , By singing songs , rhythm teachers invites the children to do activities that which relate to daily life . In addition , Hymns are very easy to be understood and followed by

children . In teaching English with used song method , Teachers need to consider several things that are important , such as follows :

- a. Select the track which suitable with the growth characteristics of students and growth language students.
- b. Select the song is not too long , so do not be hard to remember it .
- c. The songs are better are enjoyed , dynamis and happily impressed .
- d. In choosing the songs needs to use of simple words and easy to say .
- e. Short song , was used simple words , And was impressed funny will easy and quickly to comprehend .

2) Games

Game is a very effective strategy in teaching English to children . Game is a very fun activity for children , because children will be busy with their own activities it is playing . Game strategy according to Theodore L . Turocy is the formal study of conflict and cooperation .¹⁴

Khan mengatakan “ Games adalah kegiatan yang seharusnya dilakukan sesuai dengan ketetapan. Anak-anak bermain karena mereka merasa senang. Anak-anak belajar melalui permainan ketika mereka bermain bersama. Anak-anak bisa berinteraksi satu dengan yang lainnya dengan permainan tersebut ”.¹⁵

In the interaction , language skills have to wake up . Especially in reading and communicating . According to some expert experience games communicative language have six characteristics , that is :

¹⁴ . Theodore L. Turocy , *Game Theory*, (London: Texas A & M University, 2001) p.

¹⁵ . Kasihani K . E Suyanto, *English for Young Learners*, (Jakarta : Bumi Aksara, 2007),

- a. Players must interact .
- b. Players must understand the existing order to the game .
- c. That game should have a clear target .
- d. The context of the activities clearly .
- e. The player must be actively involved .
- f. Players must be understood the games message . For example , the teacher will show the students to perform a command that will be presented by the teacher . Then other students will perform as the student was done.

3) Fun

Conduciving moments of " fun " ! , Can be pursued through the creation of 'learning funny ' , when children learn in an atmosphere that is pleasing to her . Thus , the brain's child in easy condition to absorb the lesson information optimally . There are many ways to create this 'Funny Learning' . But in general , there are things that must be attention . Here are some examples of fun to do in kindergartens :

- a. The teacher gives the lead .
- b. Students read correct , then imitate .
- c. Furthermore , students can be imitated alone with his friends .

Example : Greeting....

(Sumayyah) : Hello...!!

(Nisa) : Hai....!!

(Sumayyah) : Good morning, Nisa....!!

(Nisa) : Good morning, Sumayyah!!

4) Stories

The story is one method of learning English is very effective against learning the English language . Story strategy is the way of delivering course material to say about how the chronological occurrence of a good thing to actually occur and or just engineering_. Stories is description of an event or events which happen to a person or submitted opinion with reading the text off a child and tell a story or a fictional story without reading the text . Thus , If the child's parents to explain the English vocabulary of students will be easy .

- a. Stories for children better oriented things that attract children . For example , about animals , those of loved people .
- b. The contents of stories easily understood by students with the flow is not too complicated and not too long .
- c. The teacher can read the story by using the tools of teaching is in the form of puppets , pictures , tape recordings or bigbooks .
- d. The key words , numbers , and focus on a better story , especially the former in order to introduce the students more easily understand the story .

From the explain above it can be concluded that this strategy is an effective strategy to improve children's English . When a teacher or a parent wants to read stories to children , so story was used is a story to be easy to understand , If the words of stories were used often or ever heard by students , so students will easy to understand the content of story .

5) Pictures and Pictures

Pictures and picture are teaching strategy with a way that showed the picture concrete directed to students so that students can be seen the pictures clearly . The picture was used in this strategy suitable with the subject matter . So teachers must be effort to find the picture suitable with the subject matter to be taught . The pictures must enjoy and easy to understand by children , So they will be easy to find pictures of what is on the card . Steps in pictures_and picture :

- a. The teacher presents the objectives to be achieved.
- b. The teacher presenting the items .
- c. To find pictures suitable with the item .
- d. The teacher should be able to arranged the picture to be a logical sequence.
- e. The teacher submitted the pictures sequence .
- f. From_the sequence of images of the teachers to instill the concept of competence to be achieved .
- g. Conclusion / Ambit .

With a few steps above expected learning processes were enjoyed and optimally , so that the education target can be achieved . As a strategy of course strategy has advantages and disadvantages , But this strategy is very effective strategy used as a strategy in the process of teaching English.

6) Role Play

According to Hornby , role play is an activity which people act a situation . Role play , quite simply , means that pupils are asked to identify with fiction_character and to speak and behave in the same way as they think these people would , Alternative male and female names have been puppled on the role cards , except in certain cases where the sex of the character portrayed is integral to the role play . All the roles in the book can be acted equally well by male or female pupils . Role play is learning processes in which participants act out the roles of other individuals in order to develop particular skills and to meet particular learning objectives.¹⁶

Table I

The Advantages and The Disadvantages of Role Play

The Advantages	The Disadvantages
a. The teacher and students involved in the role play	a. It makes a lot of works for the teacher or presenter to give the fictive character to the students
b. The students act the given character	b. It is difficult to monitor the students
c. The students speak more communicatively	c. Some the group do not speak English
d. The students compete each other	

¹⁶. Gillian P.L, *Role Play Resources Book for Teacher*, (London: Oxford University Press, 1987), p. 25

	d. Sometimes the students do not like the given character
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B. Review of Related Findings

This study did not bolt from zero or in other words not related to previous research . It is true that it is possible , researchers took a few things from the first research as a supplement or as an addition to the opening or adding discourse and opening for the preparation of this research . The first studies have been conducted and relate to this topic , for example , First , Helmi Herawati in her script , " Strategi Pembelajaran Pendidikan Agama Islam (PAI) at TK Islam Terpadu Al - Kautsar Padangmatinggi " . In his research revealed that the strategies learn in Islamic religious education is very important to shaping the Islamic personality character of the child , because the existence of the strategy will easy the teacher in the learning process so that the Islamic religious lessons them remains stuck in her / himself education forever . So will result in the generation of an Islamic personality . Although first glance there is equality between previously researchers with research title authors , however , this research is really different from the previous research in terms of both theory and research . Only according to researchers still the are relation to what is currently being researched . So that the results obtained by previous research are not the same . Even if there are the same due to chance and not because of the work of plagiarism or collaboration . Causes the previous research in terms of filling only focused on research to approaches

made by the teacher in the learning process . Furthermore , In previous research studies , He does not explain the strategies used in the learning process even if there is no clarification is made in detail . While in this research focused accurately on strategies used by the teacher in English teaching process of the classroom .

Next , Samsinar " Metode Pengajaran Pendidikan Agama Islam (PAI) di SDN 102780 Aek Lotung Kecamatan Sipirok " In the study , the state took west education system only develop cognitive and psychomotor aspects without putting forward affective . So will be results the man who has low morale . For that needed accurately methods can be used to increase or improve the affective aspects of the behavior of learners . While the research title of the own writer is relevant to the English teaching strategy in which it is relevant to previous research . But anyway there are several methods that can be taken by the writer in previous research relevant to the teaching strategy . Finally , Masroana Lubis's script entitled " The Students ' Vocabulary Mastery by Using Picture at SD Negeri No . 100890 Muaratais Batang Angkola " . Researchers was made an interview for students and students that English teacher at SD Negeri No . 100890 Muaratais Batang Angkola based on the result interview to students and English teacher , there were students ' difficulties vocabulary mastery , first , the students were lack vocabulary . Then , when the researcher was given a picture the students should be not written of vocabulary but mean . Last , the students were memorized of vocabulary lazy.

C. Conceptual Framework

Researchers will try to describe the mind framework made to facilitate the conduct of this research . First is the evaluation the problem of this research . It is to see how or what the strategy was used by teachers in Kindergarten on English teaching learning processes at TK Bunayya Padangsidempuan_. If we talk about strategy it is means we are going to talk about the curriculum , teacher qualifications , facilities , and infrastructure to support the learning process . After that , researchers will conduct interviews for a few informants to provide some relevant information needed by researchers . Because lack of ranges , the researcher must make observations directly to the field around the implementation of strategies , Besides the researcher also need various data documents owned by the owner of the kindergarten institution . Thus , the researcher will find constraint on the field so is the solution adopted by the parties concerned in solving the problem . So the researchers then came to the conclusion that can be taken to be studied and written at the end of the chapter that is the conclusion of research .

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time Research

This research was conducted in TK Bunayya Padangsidimpuan . The address in Ompu Toga Langit Street , Losung Batu Village , North Padangsidimpuan District . The research was done from June 2014 until November 2014 . The reason for choosing the location of this research is TK Bunayya is one of the famous kindergarten in Padangsidimpuan city , besides curriculum and learning models at TK Bunayya Padangsidimpuan , It's different to others kindergartens . So , researchers was interested in doing research institutions .

B. Kinds of the Research

Based on the place , this research is intrinsically being included field research , that is research done on the field directly , because researchers also evaluated directly how teaching learns the process to have got maximum results and researcher saw teaching learning English process in TK Bunayya directly . This research was conducted in TKIT Bunayya Padangsidimpuan . This research was done a content analysis method of kind is manifest coding . L R Gay and Peter Airasian stated qualitative approach is based on the

collection and analysis of nonnumeric data such as , observations , Interviews , and other more discursive sources of information.¹

Based on the method , this research was done descriptive method . Descriptive research is involving collecting data in order to test hypotheses or to answer questions about the opinions of people about some topic or issue and descriptive research also called survey research.²

Based on the statements above , the researcher was concluded that descriptive method means to analyzed or made a sense perception (descriptive) about situations or events . It was used to described the teachers strategies in teaching English at TK Bunayya Padangsidimpuan .

C. Subjects Research

The subject of this research was all of the English teachers in TK Bunayya Padangsidimpuan are 3 people , there are Misnar Pasaribu , Rahmi Yusni and Samsidar Rambe . They are English teachers at TK Bunayya Padangsidimpuan . To addition to complete data onto this research . So , researchers has conducted interview for headmasters , students and students parents of TK Bunayya .

D. Sources of the Data

The source of data this researches consist of :

1. Primary data , the data was done from all of the English teachers in TK Bunayya Padangsidimpuan . English teachers in TK Bunayya

¹ L. R Gay & Peter Airasian, *Educational Research ; Competence for Analysis and Application* (USA : Prentice Hall, 2000), p. 8.

² *Ibid.*, p. 315.

Padangsidempuan are 3 people , there is Misnar Pasaribu , Rahmi Yusni and Samsidar Rambe .

2. Secondary data , the data was collected from the headmaster , students and parents in TK Bunayya Padangsidempuan.

E. The Instrument of Collecting Data

The instrument of collecting data used in this research is:

1. Joko Subagyo mengatakan bahwa “ Observasi, merupakan pengamatan yang dilakukan secara sengaja, sistematis mengenai fenomena social dengan gejala-gejala psikis untuk kemudian dilakukan pencatatan.”³ Furthermore , " Observation is controlling which conducted deliberately , systematically about social phenomena with psychological symptoms and then to conducted notes . This method conducted or used to control English teaching learning process in TK Bunayya directly .
2. Interview is a purposeful interaction usually between two people.⁴ people . Interview is the form of communications , art of questions and hear.⁵ This research , the researcher interviewed the teacher about teachers strategies in teaching English at TK Bunayya Padangsidempuan . To complete the data researcher interviewed the headmaster , students and students parent .
3. Documentation , documentation is instrument of collecting data with used datas from TK Bunayya such as , Datas teacher , Curriculum of TK Bunayya, Item lesson of TK Bunayya Padangsidempuan .

³. Joko Subagyo. *Metode Penelitian Dalam Teori dan Praktek*, (Jakarta: Ineka Cipta, 2004), p. 63.

⁴. L.R Gay & Peter, *Op. Cit.*, p. 219.

⁵. Norman K. Denzin & Yvonna S. Lincoln, *Hand Book of Qualitative Research*, (Yogyakarta : Pustaka Pelajar, 2009), p. 495.

F. The Techniques of Data Analysis

Joko Subagyo menyatakan “ Analisis data adalah proses mencari dan menyusun secara sistematis data yang diperoleh dari hasil wawancara, catatan lapangan, dan bahan-bahan lain, sehingga dapat mudah dipahami, dan temuannya dapat diinformasikan kepada orang lain.”⁶

From the opinion above can be comprehended that “ Data analysis is the process of searched and arranged systematically the data which got from interview results , field notes , and other materials , So it can be easy to understand , and its findings can be communicated with others ” .

Research conducted in the form of qualitative descriptive analysis , Because this research is non_hypothesis and it is not required statistical formulas. Besides Data will be gotten in this research aimed to descriptions of teachers strategies in teaching English TK Bunayya (Evaluation of teachers , teaching learning process , and all students) .

After the data was obtained and analyzed by qualitative descriptive approaches . So the steps executed were :

1. Menelaah seluruh data yang dikumpulkan dari sumber data. Langkah pertama yang dilaksanakan dengan cara pencarian data yang diperlukan terhadap berbagai jenis data dan bentuk data yang ada di lapangan, kemudian melaksanakan pencatatan lapangan.⁷

Analyze all of the data collected from the data sources . The first step conducted is finding the data needed for variety of data types and forms of data in the field , then run the recording field . Thus , researchers can record data onto complete and accurate .

⁶Joko Subagyo.*Op.cit* , p.175-178.

⁷*Ibid.*, p. 190.

2. Data reduction , If the data has collected the next step is data reduction .
Data reduction means to embrace , chose the important material , focused to important case , search patterns and themes and discard unnecessary.⁸
3. Display of the data , the researcher was arranged the data onto systematically . The data could explaint and answered the formulation of the problem of this research .
4. Taking conclusions_, It was done to concluded the discussion solidly and briefly.⁹

G. Techniques of Checking Trustworthiness

Trustworthiness in qualitative research are very important because checking to the trustworthiness of the data . There are nine techniques to determine the data trustworthiness state by Lexy J . Moleong as :

- a. The extension of participation is the extension not only done at the short time , but need the long time .
- b. The application of researching is the researcher must do the research with careful , detail and continuous to the object of the research .
- c. Trigulasi is the technique of checking data trustworthiness that used something besides the data onto verification or as a comparison of the data .
- d. Checking with friendly through discussion is done with expos the interview result or the final result that gets in discussion of friends .
- e. Analyze the negative case is the research collects the example an appropriate case of the model and the inclination of information that have collected a used as a substance of comparison .
- f. .The adequate and referential are the tools of them , with using the free time to compare the result of the research with critics are collected .
- g. Checking the member is the most important in checking credibility .
- h. The detail description is a technique to demand the researcher to the result researches, so description is done carefully and accurately to draw the context of the research .
- i. Auditing used to check the truth and certainly of data , this points that done well to the process of the result and extent.¹⁰

⁸. Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2008), p. 247-252.

⁹. Iskandar, *Penelitian Kualitatif* (Jambi : GP Press, 2000), p. 139 – 142.

The researcher was taken number eight the detail description is a technique to demand the researcher to the result his / her research , so description was done carefully and accurately to draw the context of the research .

¹⁰ Lexy J Moleong, *Metode Penelitian Kualitative* (Bandung : Remaja Rosdakarya, 2009), p. 175.

CHAPTER IV
THE RESULT OF RESEARCH

A. Findings

1. General Finding

a. Location of the School

This research was done at TK Bunayya Padangsidimpuan. The address in Ompu Toga Langit Street, Losung Batu Village, North Padangsidimpuan District, Padangsidimpuan City.

b. Teacher

Amount of students at TK Bunayya in 2013 / 2014 was 139 with the 13 teachers. In this research, the research subjects was teacher, so researcher required teachers data in TK Bunayya Padangsidimpuan. They are :

Table II
Teachers of TKIT Bunayya Padangsidimpuan

No	Teacher's Name	Position
1.	Maria Ulfa,SPd	Headmaster
2.	Agustina Deliana S.Th.I	Helper the Headmaster
3.	Fahma Sari	Staf TU
4.	Syawaluddin	Staff TU
5.	Misnar Pasaribu S.Th.I	Teacher
6.	Samsida Rambe	Teacher
7.	Komalasari Sihombing	Teacher
8.	Rahmi Yusni	Teacher
10.	Safitriani Sihombing SPd	Teacher
11.	Rabiah Rambe	Teacher
12.	Duma Sari Rambe	Teacher
13.	Rizki Muliana Nasution	Teacher. ¹

¹. *Documentation*, take of document TKIT Bunayya at 03th, June, 2014

c. Teaching Learning Process At TK Bunayya Padangsidempuan

In a teaching learning processes , a matter was very important is the interaction between students and teacher and interaction between students and teacher only can happened in the class room . Because in the class room happened interaction of education between a teacher with students . In a teaching learning processes a teacher must be prepared herself to do a teaching learning processes so that when teaching learns processes happened a teacher could be better . When researchers came to TK Bunayya teacher in teaching learning processes in this case researchers observed at TK B class , at the moment the teacher was Mrs. Maria Ulfa Mrs. Maria Ulfa opened the teaching learning process of saying , Assalamu'alaikum Child !. Then answered by all of the student with spirit " Wa'alaikumsalam Warahmatullahi Wabarokatuh . ! Mrs. Ulfa began the teaching learning processes of the spirit as well as all the students . Then Mrs. Ulfa began Iesson by saying " Bismillahirrahmanirrahim " . After that she began to send the lesson topic .

At the moment Mrs. Ulfa submitted about ramadan_fasted as the lesson topic , because ramadan fasted still a few weeks away . All of the students listened to an explanation of Mrs. Ulfa with calm and passion . After Mrs. Ulfa explained lesson topics then Mrs. Maria Ulfa and all of students sang a song about of ramadan fasting . Children were very fond to sing the song and they were very spirit to sing the song . After they finished singing the song . Mrs. Ulfa said to students " Who will to draw . ? All of the students replied . " Its me mam . ! Its me mam . ! Students of TK B (it's) really feisty . Later Mrs.

Ulfa asked to them " Who do have drawingbook and pencil . ? Some of the student replied " Its me mam . ! Its me mam . ! Then they took their pencil and drawingbook_immediately . While students did not bring drawingbook and pencil , so Mrs. Ulfa gave it to them .² When researchers saw drawingbook of students , researcher saw in the drawingbook completed with English of the object . At the moment in teaching learning process teachers was not specially to teach English , but teachers only introduced English of the object in drawingbook . Researchers came near four students of TK B when they rested , They are , Alena Assyifa Lintang , Kezia Alifa An-Nadzari , Gessa Gisela and Jayen Kamila Nasution . At that moment they were playing oscillations and researcher asked to them . " Did you learn English ? " , They replied " yes we learnt it " . " Usually , what was learnt ? " , " Its song " , They answered . " What was the song ? " , They answered " We were forgetting it " . Hearing that researcher was smiling .³ Based on the Observation and interview above researcher can conclude teacher's strategy in teaching process were , Explanation , Song and Drawing or Picture .

d. The Curriculum of TK Bunayya Padangsidempuan

The Curriculum is an important point in teaching learning processes of education . Because , the meaning of the curriculum itself is a manner must be passed and order it . All of the teaching learning activity should relate to the established curriculum . In addition in the curriculum have been decanted goal

². *Observation*, 03th, June 2014

³. *Interview*, with the some students (Alena, Kezia,Gissa and Jayen) of TKIT Bunayya at 03th, June, 2014

which will be achieved in the teaching learning process. Good or not good an education institute can be seen from the formation of the existing curriculum . Based on the National curriculum which was combined with Islam education system which is optimal aspect is, cognitive , affective and of psychomotor .

Table III
Curriculum of TKIT Bunayya Padangsidempuan

No	Aspect	Subject
1.	Religion	1. Aqidah, Ibadah, Akhlak, Al-Qur'An, Hadits, Tahfidz
2.	Language	2. Indonesian, English, Arabic
3.	Thinking able	3. Mathematic, Science
4.	Art & Creature able	4. Artistry (Fine Arts, Music Artistic, Motion Artistic)
5.	Bodily Educate	5. Athletic & health
6.	Life Skill

In the process of to learn in kindergarten Bunayya school students not only develop the potential for intelligence and spiritual aspects alone , but the school also develop students ' potential for life skill (Life Skills) in which this is done to support the learning process of the classroom . Additionally develop life skills are very important to students when learners interact with their environment so that learners will easily go through life . The ability to live (Life Skills) has become part TK Bunayya's curriculum . The life skills developed in the kindergarten curriculum Bunayya among others :

Life Skill :

1. Outing Deepening lessons with inviting the student to out the school , like visiting places matching with themes.
2. Introduce the job . Visit the institutions , Individuals.

3. Drawing To develop the art potential children's.
4. Counting Fast calculation method to balance the left brain and right brain .
5. Mabit To near the child to Allah SWT.
6. Home Visit, Visit to house one of the student .
7. Rituals of Hajj.
8. Water Play.
9. Saving / Infak . Accustoming children for economically life.
10. Super Camp.
11. Interscholastic Silaturahmi.
12. Games.
13. Farming, Farming and keeping a few animals , children built the dearest of the environment , teaching media for other lesson topic other integrated manner .
14. Market Day, Planning , promotion and sale of student product , society and parent .
15. Enterpreneurship, To try skills , creativity , creativity , entrepreneurship and business , to both the courage , cooperation , work smart , teamwork , sincere and prayer .⁴

2. Specific Findings

a. The Description of Teacher's Strategies in Teaching English at TK Bunayya Padangsidempuan

Based on the result observed and interviewed with a few student above , so to add data and to equip the data researcher have conducted to interview with a few teacher at TK Bunayya . Such as Mrs. . Maria Ulfa as a Headmaster and teacher in TK Bunayya . Mrs. Maria Ulfa said that in teaching process strategy was used by teacher which one with others is different , but there is the same too . Strategy was used by teachers depend on pertinent teachers and depend to her comprehend about the strategy and the strategy depending on the subject theme . Mrs. Maria Ulfa said that strategy was used by teacher has been effective because all of the teachers has tried maximally ,

⁴ . *Documentation*, take of document TKIT Bunayya at 03th, June, 2014

but teachers still need new strategies to improve student learning outcomes , because after researchers saw the students ' mastery of the English language is still lacking so that was required teachers hard effort in teaching learning processes.⁵ To add researcher information related to strategies was used by teachers in teaching processes . Thus , The researcher interviewed other teachers of TK Bunayya . They were , Misnar Pasaribu , Rahmi Yusni , and Samsidar Rambe .

The researcher was interviewed three teachers . First , Mrs. . Misnar Pasaribu said that she was used some strategy in teaching learning processes of ; Song strategy , In English teaching learning process the teacher can be used Song strategy because the children will always remember the song . This was proven when children sing the song which has been studied a few months ago . Then , Games . This strategy which is usually was used by teacher in English teaching learning processes to introduce vocabulary of students . Games were taught by teachers are Block and Pazzle .

- 1) Block , students guided students to introduce the object forms in English through the block media . In addition , the students liked it with the manner because learned while playing the same . They can build houses from the block .
- 2) Pazzle , Besides teacher also used pazzle in the game where it can help students creativity in solving or finishing the pazzle .

⁵. Maria Ulfa, SPd, *interview* with the headmaster and teacher aof TK Bunayya at 05th, June, 2014

Then , show the equipment , the teacher show object to the students directly . The example , Fruits . Thus , the teacher brought and show object directly . Besides , the teacher explained to the students about the object particular to human so that students can use in everyday life . To know the child's understanding about the object which have been taught , so teacher motivated all the student when it will return with gave the questions to the student which relevant has been studied . Who answered first , So he or she would go home first . Next , field observation , the teachers brought the students directly to the location , because when child has been invited to a place , children was very easy remembers about what has been done from anywhere . Like statements a student when passing policeoffice . At the moment Mrs. . Misnar escorted the boy go home . "Mam that is policeoffice , We have learnt together with friends with there , was not it mam . ? , He said to Mrs. Misnar.⁶

Then , Mrs. Rahmi Yusni said that his strategy in teaching learning processes is song strategy , but teacher cannot be sing the English song directly , because students has_not understood the English . So , the teacher should be singing the song in Indonesian as well . So that the student can to understand the song . Then , Picture strategy . This strategy represents strategy with using pictures residing in small card . Previously , teachers prepared card which matching with the theme . Then , the card that has a picture distributed to students . After that teachers mentioned one by one English from the picture on

⁶. Misnar Pasaribu, STHi, *Interview* with the teacher of TKIT Bunayya at 05th, June, 2014

the card . Then , Teacher attached the picture card in the blackboard . Students was ordered to mention the name from the picture on the card . Students which was replying , Thus , teacher gave star value . The teacher let children mentioned the name of objects on the card in Indonesian_language . Then , teachers to mentioned in English .

Then , Show the Equipment is English teaching learning strategy with showing objects directly . In the study of English vocabulary . Thus , the lesson was adapted to the lesson theme to be learn. Sometime when students has learned to colour or drawing , Thus , teacher mentioned or to explained English of the object their colouring or them drawing , so students can saw the object directly . Besides the students will be introduced to currency and students was ordered to bring the currency . Then , the teacher will be mentioned nominal value of currency to the students with to showing the currency directly . Furthermore , field observation . Students will be invited to teachers to identify universes and job . For example , children has invited to dairy farms , plantations strobery , and students have been invited to policeoffice , child will be introduced the police and their work . This matter was done with a purpose so that students introduced directly to objects that have been studied . Besides students liked it too , because students can play and learnt overthere .

Next , conundrum strategy , teacher will be invited student for think with what was submitted by teacher , because teachers will be called a sign , usability , and form an object then teacher would have asked to student to call the object . When teachers called a sign , usability , and form an object should

be matching with face mimick and intonation with the object , so that students can introduce it , besides teacher submitted it in Indonesian language , so that students understood with clarification of teachers , after student mentioned the object , then the teacher will be translated to English.⁷

Finally , Mrs. Samsidar Rambe said that her strategy in teaching learning processes is roles playing . Roles_playing is teaching strategy through role play , children will be introduced to their respective roles , but in this strategy child just introduced to a role in the story . They have not been allowed to memorize the dialogue in the story , because the kindergarten students can not memorize the dialogue . Beside it Mrs. Samsidar Rambe also used Song, Games, Field Observation and Show the equipment strategy in teaching learning process.⁸ Based on the explanation of some teachers most effective strategy in teaching learning a process is song and field observation because this is strategy that is very coherent and easily to comprehended by students . To more comprehend about teacher's strategy in teaching English at TK Bunayya Padangsidimpuan , so researcher make it in form of table.

To more comprehend about teacher's strategy in teaching English at TK Bunayya Padangsidimpuan, so researcher make it in form of table.

⁷. Rahmi Yusni, *Interview* with the teacher of TKIT Bunayya at 05th, June, 2014.

⁸. Samsidar Rambe, *Interview* with the teacher of TKIT Bunayya at 05th, June, 2014

Table IV

Teachers' Strategies in Teaching English at TK Bunayya Padangsidempuan

No	Teaching Strategies	Teacher's Name		
		Mrs. Misnar	Mrs. Rahmi	Mrs.Samsidar
1.	Song	√	√	√
2.	Games	√		√
3.	Show the Equipment	√	√	√
4.	Field Observation	√	√	√
5.	Picture		√	
6.	Conundrum		√	
7.	Role Play			√

Based on the result observation , Interview from the teacher above , the researcher can concluded the strategy which was used by teacher still less effective in teaching process , because from some existing strategy still two which was assumed effective by teacher and teacher said that strategy which they used still less and need in adding or improved . If seen from child's understanding with of what was taught by teachers between children which one and other is different , there is easy to understand and there is less to understand but the teacher have tried maximally in teaching learning process , for that so that student can comprehend the lesson at the school very effective if supported also with learning process at home .⁹ In a teaching learning processes depend on the school was not enough , for that needed control of the parents at home . As submitted by one of the parents of TK Bunayya to researches , In teaching process parents has an important role in the learning process of the child , because the child was in school only four hours and more

⁹. Maria Ulfa, SPd, *Loc.Cit.*

children with their families or parents rather than being at school for that Mom Agustini said parents must give times for the child to be 90% while only 10% schoolside . To improving teaching processes required cooperation between teachers , students and parents at home . As my daughter Jayen Kamila Nasution at school often sings a song and often repeat at home and in this case parents can to give her role at home . With the cooperation between teachers and parents , so the child's growth of children will increase.¹⁰

b. The Teacher's Obstacles in Teaching English at TK Bunayya Padangsidimpuan

The Teacher's Obstacles in Teaching English at TK Bunayya Padangsidimpuan As an educator who has always met with children who have not legal age , It was not easy to teach in kindergartens . For that a teacher of course has obstacles to teaching processes of the face of variety students ' character . The researcher interviewed with some teachers about their obstacles to English teaching learning process of TK Bunayya , the teacher's obstacles were :

1. Hyperactive child , child like this can bothered her other friend so that can to disturb the child concentration while learning . In addition to the quiet child or saleh will to follow their noisy friend.¹¹ Hyperactive children will be punished by the teacher . But the punishment may not to make ill of the child , so that the punishment makes the child afraid of the teacher , such

¹⁰. Dra. Agustini, *Interview* with student's the parents TKIT Bunayya at 17th, May, 2014

¹¹. Misnar Pasaribu, STHi, *Loc. Cit.*

as hit the child.¹² But , It was important to know that the hyperactive child is a bright child , because even though they do not want to be silent when learning , but when the teacher asked to them about the lesson , They can to answer correctly.¹³

1. Less adequate facility.¹⁴ In the learning process clean classrooms and lack of comprehensive facilities can support the learning process and make the class more enjoyable atmosphere so that learning can be done well . However , If the dirty classrooms and limited learning facilities do not even exist , then the learning processes will not be effective , students will be lazy to learn , teachers teach less spirit that lesson the target will not be achieved .
2. Students who have trouble communicating , students who have trouble communicating in general is a loner student because the student is not able to hang out with his friends , He does not have any friends because he rarely communicates with his friends .
3. Difference between school learning methods and parents at home , It was a common practice , where the method of learning that teachers at school and parents at home have differences . Because respective parties undertake in accordance with the method that they understand . In this case both parties must always pay attention to the development of students ' learning to know the effectiveness of the methods that are used each side .

¹². Rahmi Yusni, *Loc. Cit.*

¹³. Samsidar Rambe , *Loc. Cit.*

¹⁴. Misnar Pasaribu, STHi, *Loc. Cit.*

So it can be repaired . Nevertheless between the parents and teachers in the school must always take part in the education of children.

4. Badboy or brat , basically , In education there is nothing called a brat , children do bad things because they receive less attention to the surrounding environment so that he seeks attention to making noise on the surrounding friends , by making her cry with hope teachers will attend it . Only for teachers who do not understand they will immediately call the child as a " bad boy " . We need to know that when teachers called children as " bad boys " , then the title will always remember him , Inherent in him and will make him into a real brat . Then a teacher should always pay attention and be careful with the words presented to the children.¹⁵
5. Children feel bizarre with English because they have never heard it previously . A natural thing if students kindergartens felt strange to hear English because previously they had never learned English . Moreover , In the process of learning in TK Bunayya recently entered the English language in kindergarten curriculum Bunayya . In addition , teachers are not the focus on teaching English , teacher teach English just if time coloring.
6. Pronunciation students are still lack , pronunciation is very important in English , because if the pronunciation of a word wronged will go wrong they mean . For kindergarten say English is quite difficult for the teacher

¹⁵ . Samsidar Rambe , *Loc. Cit*

when pronouncing words with the English language should be with the words clear and concise so that students can follow and remember .

7. Students are easy to forget what they have learned , so that teachers must often repeat it . But basically students often repeat a lesson with his friends . Typically students will be easier to learn with their colleagues because they use language they can understand , unlike the case when the teacher explains that a language different from the language teacher the children so that they are less understood and often forget the teacher's explanations , but his explanation will always they remember it .
8. When the student can not answer the teachers ' question , and students will be crying . Children crying because he was afraid the teacher will scold him because he could not answer the teacher's questions . In addition , these students feel embarrassed with his theme .
9. Children who have not been able to independently would take a lot of attention to the teacher so that the concentration of teachers in teaching less , so that the teacher just gives assignments .
10. Children who are not self-confident in front of the class .

Based on the above issues researchers concluded that teachers in the teaching process have a lot of trouble , for the teacher must have patience and effort is better in the learning process . So that the Education target can be achieved . Based on the problem of the researcher could concluded that the teacher's strategies in teaching English at TK Bunayya Padangsidimpuan were , hyperactive child , less adequate facility , students who have trouble

communicating , difference between school learning methods and parents at home , Badboy or brat , children feel bizarre with English , pronunciation students is still lack , students are easy to forget what they have learn , student can not answer the teachers' question , children who have not been able to independently , children who are not self-confident in front of the class .

c. The Teacher's Efforts to Overcome Teachers obstacles in Teaching English at TK Bunayya Padangsidimpuan

The Teacher's Efforts to Overcome Teachers obstacles to Teaching English at TK Bunayya Padangsidimpuan . Based on the interviewed with a few teachers , to overcome obstacles of teacher . Of course , It was required efforts to improve the quality of education and learning . There were efforts to overcome teacher's obstacles toteaching English at TKIT Bunayya .

1. Mrs. Misnar Pasaribu said that to overcome hyperactive students . So , She gave a task to children . As children built home of blocks , children finished a pazzle .
2. To overcome less adequate facilities , for that to improve the learning process in the classroom it is necessary to provide a complete learning facilities and adequate . So all of the sides must be working gather to complete the facility , because if only relies on to schoolside is not enough , so must be work gather of parents pass alms. ¹⁶
3. Mrs. Samsidar said to overcome students who have trouble communicating , so the teacher must give special attention to students

¹⁶. Misnar Pasaribu, STHi, *Loc. Cit.*

who are like this . Teachers should always motivate students , while initially it will be difficult for a teacher to do so only with a maximum effort in teachers and parents at home , the child will be able to communicate and adapt to its environment so that when the student is facing a problem then he will be able to resolve it yourself .

4. To overcome different ideas about teaching methods of_schoolside and parents . Thus , schoolside effort in same opinion on schoolside and parents with presented training or consultancy between teacher and parents through link book has been provided by school side.
5. Badboy or brat . So , She told teachers must be done approximations to the student , so that students feel near with the teacher.¹⁷
6. To overcome obstacles children felt bizarre with English , so teacher must be more often teach English and repeat it so that students are not bizarre again with English .
7. Pronunciation students are still lack , teacher in English pronunciation must be clearly and slowly so that students can follow it .
8. Students are easy to forget what they have learned . So teachers must be repeated the lesson again .
9. Students can not answer the teachers ' question , children who have not been able to independently , children who are not self-confident in front

¹⁷. Samsidar Rambe , *Loc. Cit*

of the class . So teachers must be given motivations which can improve students spirit in teaching.¹⁸

10. To overcome obstacles to teachers in teaching processes , so teachers had been trying every Saturday in school environment . Sometimes schoolside delegate teachers to attend kindergarten teachers ' training in out cities . Finally , schoolside was ordered a coach from out city.¹⁹

Based on the clarification above , can be concluded that in overcoming difficulties of teacher . All directions must be an active role , not just rely to teachers in the school , but also all directions at school and parents at home as first educator in family . If all directions involved so the burden of teachers as educators will be a lighter so that study goals can be reached .

B. Discussion

After analyzing the collecting data , researcher found that Teacher's Strategies in Teaching English at TK Bunayya Padangsidempuan still less effective and efficient . Because from some strategy was used by teachers strategies is valued have been effective and efficient . But , however , teachers was effort maximally and teachers sure need new strategies in teaching process so that can be improved the teaching process . This research had been related with Masroana Lubis's script entitled " The Students ' Vocabulary Mastery by Using Picture at SD Negeri No . 100890 Muaratais Batang Angkola " . Researchers was made an interview for students and students that English teacher at SD Negeri No . 100890 Muaratais Batang Angkola based on the

¹⁸ . Rahmi Yusni, *Loc. Cit.*

¹⁹ . Maria Ulfa, SPd, *Loc. Cit.*

result interview to students and English teacher , there were students ' difficulties vocabulary mastery , first , the students were lack vocabulary . Then , when the researcher was given a picture the students, students knew the picture directly, then researchers called the English. Last , the students were memorized of vocabulary.²⁰

From on the explanations of the teachers' strategy in using picture method was effective because the teacher felt strategy were used by them have been effective but the teachers still need new strategies in teaching process.

²⁰Masroana Lubis, "The Students' Vocabulary Mastery by Using Picture at SD Negeri No. 100890 Muaratais Batang Angkola" (A Thesis, STAIN Padangsidempuan, 2012), p. 63.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After getting the result of the research the researcher gave the conclusions as follows :

1. The teachers ' strategies in teaching English at TK Bunayya Padangsidipuan , song , games , show to the equipment , field observation , picture strategy , conundrum strategy , role playing .
2. The obstacles to the teachers in teaching English , Hyperactive children , Less adequate facilities , Students who have trouble communicating, different ideas about the teaching methods of the school with parents , Badboy or brat, Children feel bizarre with English, and Pronunciation students are still lack, children was easily forget with what have been learn , the child can not answered the teacher's question , so that students will be crying , children are not independent , the child is not confident.
3. There are efforts to overcome teacher's obstacles to teaching English at TK Bunayya . First , Mrs. Misnar Pasaribu said that to overcome hyperactive students. She gave another task to children . Like to make a building from block , finished a pazzle . Then , Mrs. Samsidar said to overcome children Students who have trouble communicating, Badboy or brat, Children feel bizarre with English, and Pronunciation students are still lack, children was easily forget with what have been learn , the child can not answered the teacher's question , so that students will be crying , children are not

independent , the child is not confident. . So , the teacher must be can near the child with the child invited to converse , the child persuaded , the child exalted and also the child huddled up , so that children feel near with the teacher . Then , to overcome different ideas about the teaching methods of the school with parents . So , school side effort in same perception of the school with student parents with presented training and consultancy between teacher with students ' parents through link book was provided by school side . Next , to overcome difficulty of teacher in teaching process , so teacher trains every saturday in school environment . Schoolside delegated the teacher to attend teachers ' training in kindergartens to out town. Finally, schoolside was coming a trainer from out cities.

4. From some strategies above just a few strategies was valued have been effective and efficient by teacher, They were, Song, Games, Show the equipment , Fild Observation and Picture strategy .

B. Suggestions

Based on the conclusions and the implication of the research that have mentioned previously , the researcher would like to give some suggestions of people who get benefits of this research .

1. Schoolside
 - a. Socialization about teaching strategy so that more to improved again so that all of the teacher will be drawn with teaching strategy will be used and will be doing in the class , thereby teaching process will be done better .
 - b. Observation and control teachers commitment to improve their quality .

2. To all of the teacher / educator of TK Bunayya
 - a. All of the teacher at TK Bunayya expected to remain patients in educating of students as targets of TK Bunayya output .
 - b. A lesson of English is more improved so that is easy to give the understanding of English through tinkering a process of a kindergarten .
 - c. Expect of teacher discipline in teaching attendance quality of TK Bunayya .
3. To all of the parents students of TK Bunayya
 - a. All of the parents students expected to continue to monitor the growth of children's learning . Thus , the role of parents in educating the children is not left behind and do not expect 100% of schools to educate children .
 - b. All parents should be given time each day to assist children in school and at home , though a few minutes to look at the children in the study . A correlation between parents with a good school will have a positive impact on the growth of children .

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