

**USING DIALOGIC READING STRATEGY TO TEACH ENGLISH
TO YOUNG LEARNERS**

PAPER

*Submitted as a Partial Fulfillment of the Requirements
for Strata One (s1) Degree*



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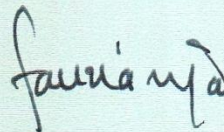
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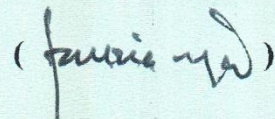
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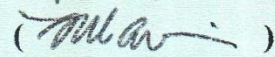
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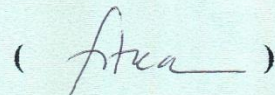
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ABSTRAK

Oktavia. 2016. "Using Dialogic Reading Strategy to Teach English to Young Learners". *Paper*. Padang: Faculty of Languages and Arts, State University of Padang.

Makalah ini membahas penggunaan strategi *Dialogic Reading* dalam membantu siswa kelas 6 Sekolah Dasar untuk mengerti pelajaran bahasa Inggris. Penulis akan membahas prosedur serta manfaat dari strategi *Dialogic Reading*. Strategi ini dikembangkan pertama kali oleh seorang psikolog asal Amerika bernama Grover Whitehurst. Strategi ini menggunakan akronim PEER (*Prompt, Evaluate, Extend and Repeat*) and CROWD (*Completion prompts, Recall prompts, Open-ended prompts, Wh-prompts, and Distancing prompts*). Strategi ini dapat membantu siswa dalam menggunakan lebih banyak kata-kata, berbicara dengan kalimat yang lebih panjang, meningkatkan pengetahuan siswa dalam mempelajari kosa-kata dan siswa juga dapat mempraktekan kemampuan bahasa mereka.

Kata kunci: Dialogic Reading Strategi, pembelajaran bahasa Inggris untuk anak-anak

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching English as Foreign Language for Indonesian young learners is not an easy task. In learning English, the learners face some obstacles. One reason of why learning English is difficult for the learners is English is hard to practice it every day because English does not use in daily communication and.

Beside that in teaching English to young learners at school, the teacher cannot use the appropriate technique to teach the students even they have already known some techniques. It can be seen especially in teaching story. According to Cameron (2009:160) “stories are frequently claimed to bring many benefits to young learners in the classroom, including language development”. Thus, from the explanation above, when teaching stories to young learners there must be some advantages in developing their language. Stories should be fun activity to young learners. We can see from the TV programs which show the story as the part of their main way, for example, Teletubbies, Dora the Explorer and soon.

Young learners are less of attention and less of concentration while following the learning process in the classroom. They often get bored with unvaried technique used by the teacher. They do many things when the teacher explains the lesson such as making a joke with their friends, drawing

pictures, walking around the class and disturbing each other. It makes the learning process does not run well meanwhile the teacher has to lead the process to be a successful learning.

In the young learner's class, it is important to keep the classes interesting, and to keep the students stimulated and excited about what they are learning. Young learners need various approaches and offer as much opportunity as possible to make the whole class interesting because they have a limited attention span and tend to feel bored with monotonous activities.

Young learners should have fun with English. The teacher can apply many kinds of techniques such as by singing songs, chants, games and stories. Young learners are easy to catch the environmental context and enjoy repetition of certain routines and activities. The teacher has to be creative in package the material so it becomes simple, enjoyable, and meaningful. One of fun ways in teaching English is through stories. Telling the story to young learners is not an easy task. The teacher also should know the characteristic of the story of the students like. The story cannot be too long and the character in the story should interest the students.

Based on the explanation above, the writer is interested in presenting a technique in teaching English to young learners by using the dialogic reading strategy. Dialogic reading is a kind of share reading, it is an interactive way to read the story from the teacher to the students. The purpose of dialogic reading is to develop student's ideas and comment. Thus, the students can improve

their spoken language and add their vocabulary while listening and responding the story.

B. Limitation of the Problem

Based on the background of the problem above, this strategy will be limited into teaching English to elementary school students grade 6.

C. Formulation of the Problem

The problem is formulated in form of question “how does teacher use dialogic reading strategy to teach English to elementary school students grade 6?”.

D. Purpose of Writing the Paper

The purpose of writing this paper is to explain how teacher uses dialogic reading strategy to teach English to elementary school students grade 6.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSION

For the explanation of the previous chapters, it is known that when teaching English for people. It should be teach from the beginning as possibly. Young learners is the age by five until twelve years old, it means that it is the students that sit around kindergarten until the elementary school. This is the suitable time to teach English. Because of students in this age have a short attention while learning process; the teacher should have the unique and interesting strategies to teach English to young learners. One of the best ways is using dialogic reading strategy.

Dialogic reading is a form of shared reading, an interactive process in which parents or caregivers and their children share about a book they are reading or looking at together. is asking simple questions and following up with expanded question. Dialogic reading step are using acronyms PEER and CROWD. It stands for prompt, evaluate, expand and repeat and is designed to target children's vocabulary and comprehension skills. Adults are also taught five different prompt represents by the acronym CROWD. CROWD stand for completion, recall, open-ended questions, Wh-questions and Distancing.

B. SUGGESTIONS

When using dialogic reading strategy to teach English to young learners, the writer suggests the teachers should have more attention to the book that will be read to the young learners because the book itself is the core of this

strategy. The book must suitable in the age of the young learners, using more pictures than the words, and also an interesting book to children. In addition, the question and prompts by teachers also important, it will have relation with the answers of the students.

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