

**TEACHER'S STRATEGIS IN TEACHING THE EXPRESSIONS "ASK FOR HELP"
AND "GIVE IN CLASS V OF SD NEGERI 060816**

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Abstrak: Studi mini ini bertujuan untuk menganalisis strategi guru dalam mengajarkan ungkapan "meminta bantuan" dan "memberikan barang" kepada siswa kelas V di SD Negeri 060816. Penelitian ini dilatarbelakangi oleh pentingnya penguasaan ungkapan fungsional dalam komunikasi sehari-hari dan kebutuhan siswa sekolah dasar akan pembelajaran yang konkret, interaktif, dan menarik. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data berupa wawancara dengan guru Bahasa Inggris kelas V dan observasi praktik pembelajaran. Hasil penelitian menunjukkan bahwa guru menerapkan pendekatan komunikatif melalui permainan peran, kerja kelompok, penggunaan media audiovisual (kartu bergambar, video YouTube, dan aplikasi interaktif), dan pemodelan untuk membantu siswa menirukan pengucapan, intonasi, dan ekspresi nonverbal. Kendala utama dalam pembelajaran adalah rasa malu dan kurangnya kepercayaan diri siswa dalam mempraktikkan ekspresi, terutama dalam hal menampilkan ekspresi emosi tertentu. Guru mengatasi hambatan ini dengan memberikan motivasi, peranlah, latihan bertahap, dan penggunaan permainan bahasa untuk menciptakan suasana belajar yang menyenangkan dan aman. Secara keseluruhan, strategi yang diterapkan guru terbukti efektif dalam meningkatkan keterlibatan siswa, keberanahan berbicara, dan kemampuan menggunakan ungkapan dengan tepat dalam konteks komunikatif.

Kata Kunci: Strategi Pembelajaran, Ungkapan Bahasa Inggris, Meminta Bantuan, Memberikan Sesuatu, Pendekatan Komunikatif, Siswa Sekolah Dasar.

Abstract: This mini-study aims to analyze teachers' strategies in teaching the expressions "asking for helpers" and "giving things out" to grade V students at SD Negeri 060816. This research is motivated by the importance of mastering functional expressions in daily communication and the need of elementary school students for concrete, interactive, and interesting learning. The research uses a qualitative descriptive method with data collection techniques in the form of interviews with class V English teachers and observation of learning practices. The results showed that teachers applied a communicative approach through role play, group work, the use of audiovisual media (picture cards, YouTube videos, and interactive applications), and modeling to help students imitate pronunciation, intonation, and nonverbal expressions. The main obstacles in learning are the shyness and lack of confidence in students

in practicing expressions, especially when it comes to displaying certain emotional expressions. Teachers overcome these barriers by providing motivation, scaffolding, gradual exercises, and the use of language games to create a fun and safe learning atmosphere. Overall, the strategies implemented by teachers have proven to be effective in increasing student engagement, courage to speak, and the ability to use expression appropriately in communicative contexts.

Keywords: *Learning Strategies, English Expressions, Asking For Helpers, Giving Things Out, Communicative Approach, Elementary School Students.*

INTRODUCTION

English learning in primary school has an important role in equipping students with basic communication skills, especially through the introduction of vocabulary and simple expressions used in everyday life. At the developmental stage of elementary school age, students tend to learn more effectively through concrete, visual, and interactive activities. Therefore, teachers need to design learning strategies that are not only engaging, but also able to facilitate students' courage to use language directly in meaningful contexts.

One of the important materials in learning English is functional expressions, including expressions to ask for help and give things out. These two expressions are very often used in social situations and classroom activities, so understanding them is key in building students' basic communication skills. However, in practice, many students still feel embarrassed, afraid of making mistakes, and lack the confidence to express themselves in English. This shows the need for a learning strategy that can reduce student anxiety while encouraging active involvement during the learning process.

Teachers as learning facilitators have a central role in choosing the right approaches, methods, and media to achieve these goals. Communicative approaches, the use of audiovisual media, language games, as well as modelling and scaffolding techniques are some of the strategies that are believed to be effective in strengthening students' speaking skills. However, the implementation of this strategy often faces various obstacles, both from student factors, the media, and the learning environment. Therefore, it is important to know how teachers develop, implement, and evaluate teaching strategies when teaching expressions of asking for help and giving something.

Based on this background, this mini research was conducted to analyze the strategies of English teachers in teaching the expressions "asking for helpers" and "giving things out" to

grade V students at SD Negeri 060816. This research also aims to identify the types of media used, the learning approaches applied, and the obstacles and solutions that arise during the learning process. The results of the study are expected to provide a practical overview of teachers' efforts in improving students' communication competence and become a reference for the development of English learning at the elementary school level.

LITERATURE REVIEW

English learning at the elementary school level focuses on the introduction of basic vocabulary, simple expressions, and functional communication skills. Fitriyani, Putra, and Samosir (2021) explained that elementary school-age students learn more effectively through visual, concrete, and interactive activities so that materials such as the expression of asking for helpers and giving things out are important to be introduced through a real context. Learning at this early stage not only targets word memorization, but also understanding the social function of language in daily life.

Functional expression is part of a communicative competence used in certain situations, such as asking for help, offering something, or expressing feelings. Dewi (2022) states that understanding functional expression helps students use language according to their pragmatic goals, including understanding intonation, gestures, and facial expressions. For elementary school students, learning functional expression is an important foundation for speech skills to develop naturally and communicatively.

The communicative language teaching (CLT) approach is a language learning approach that places students as active language users. According to Wijayanti and Rachman (2022), CLT is effective in increasing students' courage and fluency because it provides opportunities to communicate through activities such as role plays, small group discussions, and simulations. This approach is relevant for elementary school students because they learn more optimally through hands-on interaction and meaningful learning experiences.

Learning media plays an important role in helping students understand abstract language concepts to become more concrete. Sari and Widodo (2023) mentioned that audiovisual media such as videos, images, animations, and interactive applications can increase motivation and make it easier for students to imitate examples of English expressions. Relevant and engaging media make students more focused and more confident when practicing expression in a variety of learning situations.

Student activity is an important indicator of language learning success. Lestari (2020) emphasized that students need to be given space to speak, role-play, ask questions, and work together so that their language skills develop. Small group activities or language games have been shown to be effective in overcoming shyness and increasing student participation that was previously passive. This shows that a supportive learning atmosphere is needed to facilitate students' courage in speaking.

Authentic assessment is the most appropriate assessment method to measure the speaking ability of elementary school students. Setiyani and Hidayat (2023) explain that performance-based assessments, such as dialogue, simple presentations, and role play, can provide a real picture of students' ability to use English expressions. This assessment is considered more relevant than a written test, because it directly measures students' abilities in the context of actual communication.

Obstacles that often arise in learning English expressions in elementary school are shyness, lack of confidence, difficulty imitating intonation, and fear of making mistakes. Sari, Rahma, and Lubis (2024) found that language anxiety is the main challenge experienced by students when they have to speak in front of the class. This often happens because students are not used to performing, are afraid of being ridiculed, or feel that their language skills are not enough.

To overcome these obstacles, teachers need to implement a gradual strategy or scaffolding. Putri and Pramudyani (2021) explained that students who are given gradual support, such as paired exercises before performing individually, will be more confident because they are not immediately faced with stressful situations. In addition, the use of positive reinforcement such as praise, simple appreciation, and verbal support has been shown to increase student motivation (Sari & Fatimah, 2023). Fun language games can also reduce students' anxiety and create a comfortable learning atmosphere

RESEARCH METHODS

This study uses a descriptive qualitative approach because the main focus of the research is to understand in depth how teachers apply strategies in teaching the expression ask for help and give something to grade V students of SD Negeri 060816. This approach was chosen because it allows researchers to get a real picture of the learning process through direct explanations from teachers as the main actors of teaching and learning activities. In addition,

the qualitative approach also provides flexibility to reveal teachers' experiences, student responses, and obstacles that arise during learning.

The research was carried out at the UPT SD Negeri 060816 located on Jalan Sutrisno, Medan, on Tuesday, November 11, 2025, precisely at 10.30 WIB when the English subject took place. The fifth grade English teacher, Mrs. Aprina, became the main subject of the research because she planned and carried out the expression learning. Meanwhile, grade V students act as supporting subjects to see how teachers' strategies are outlined in practice and how students interact with learning.

The research data was collected through direct interviews using pre-prepared question guidelines. This interview aims to explore information related to teachers' views on the importance of learning English expressions, methods or approaches used, learning media chosen, and obstacles and solutions that arise during teaching. In addition to interviews, the researcher also made indirect observations through the teacher's explanation of the course of learning and how students responded. Documentation in the form of interview notes, question guidelines, and summaries of learning outcomes were also used to strengthen the research findings.

The main instrument in this study is a list of interview questions consisting of four core questions that lead to important aspects of the learning strategy, ranging from the teacher's view to the obstacles faced. This instrument helps researchers obtain data that is targeted and relevant to the research objectives.

The data obtained was then analyzed by descriptive qualitative analysis techniques through three stages. The first stage is data reduction, which is selecting and summarizing important information from the interview results so that the focus of the research is maintained. The second stage is data presentation, which is compiling information that has been reduced to the form of narrative and thematic descriptions so that researchers can understand the patterns and relationships between findings. The last stage is the drawing of conclusions, where the researcher formulates the final result based on the overall data that has been analyzed and relates it to the theory that has been discussed in the literature review.

Through this research method, researchers can understand more clearly how the ask for help and give something expression learning strategy is applied, the extent of the effectiveness of the media and methods used, and how teachers overcome obstacles that arise during the

learning process.

RESULTS AND DISCUSSION

The results of the research obtained through interviews with grade V English teachers at SD Negeri 060816 show that learning the expression ask for help and give something is an important part of the development of basic communication skills of elementary school students. The teacher emphasized that mastering functional expressions like this not only helps students understand the structure of language in a simple way, but also gives them the ability to express needs, emotions, and responses in a more polite and directed way in everyday social situations. According to teachers, students need to understand that communication is not only related to word choice, but also how facial expressions, voice intonation, and body language support the delivery of intent. These three elements are important components in conveying messages effectively, so that expression learning cannot be separated from the context of nonverbal communication.

In the implementation of learning, teachers adopt a communicative approach that emphasizes the active involvement of students in the learning process. Teachers ensure that learning is not only theoretical, but provides space for students to practice hands-on expression through activities that resemble real life. The role play method is the main strategy, because it allows students to take on certain roles and practice using expressions more naturally. Teachers argue that this method is very effective because it gives students the opportunity to understand the function of language, not just memorize. This activity also enriches the learning experience through interaction between students that encourages confidence.

In supporting the learning process, teachers use various interesting and relevant learning media. Media such as picture cards, YouTube videos, interactive learning apps, and audio-visual examples were chosen because they were able to increase student focus and engagement. The teacher explained that grade V students tend to understand the material more easily when presented through clear visuals and audio examples, especially in learning intonation, facial expressions, and gestures that are appropriate to certain communication situations. The use of technology is also considered to provide a pleasant learning experience, while reducing boredom during the learning process. In addition, the diversity of media used helps accommodate different learning styles of students.

However, teachers admit that learning English expression cannot be separated from

various obstacles. The biggest challenge that arises is students' embarrassment and lack of confidence when asked to speak in English, especially expressions related to emotions such as anger, sadness, or surprise. Some students are afraid of pronouncing the wrong word or worried about being ridiculed by friends. The teacher said that psychological obstacles like this quite affect the students' courage to try. Some students show a passive tendency despite understanding the material, thus encouraging teachers to look for specific strategies for students to dare to take a role in speaking exercises.

To overcome these barriers, teachers implement learning strategies that focus on increasing students' sense of security and confidence. The teacher provides direct motivation, explaining that mistakes are a natural part of the language learning process. The teacher also provides the correct pronunciation model through slow demonstrations, showing facial expressions and appropriate intonation, so that students have a clear picture before trying. A phased training strategy is also an important approach, where students start the training in small groups, then in pairs, and finally perform individually. The gradual process gives students space to feel comfortable first before appearing in front of the class. In addition, teachers give praise or positive reinforcement every time students dare to try, regardless of whether their pronunciation is right or wrong.

The findings of this study are in line with the theory in the literature review. Communicative approaches and the use of role play have been proven to increase students' courage and fluency in speaking, as stated by Wijayanti & Rachman (2022). The use of audiovisual media also supports the findings of Dewi (2022) who stated that visuals help students understand language expressions concretely, especially related to intonation and gestures that cannot be explained through text alone. Barriers in the form of speech anxiety experienced by students are also consistent with research by Sari et al. (2024), which states that shame and fear of being wrong are common obstacles in learning English at the elementary school level.

Solutions such as emotional support, and reward are also in line with the views of Putri & Pramudyani (2021), who emphasize the importance of gradual support in building student confidence. A safe and fun classroom atmosphere is an important factor for lowering anxiety, as explained by Sari & Fatimah (2023) who highlight that teacher motivation and support can make students more courageous to take risks in speaking.

Overall, the results showed that the learning strategies implemented by teachers were in accordance with theories and best practices in teaching English in elementary schools. The combination of communicative approaches, visual media, gradual exercises, and emotional support has been proven to be effective in helping students understand and practice the expression of asking for helpers and giving things out more confidently and naturally. Learning becomes more meaningful because students not only memorize expressions, but use them in contexts that resemble real life. These results also reinforce that language learning in elementary school ideally pays attention to cognitive, affective, and social aspects, so that students feel more prepared and comfortable to communicate in English.

CONCLUSION

Based on the research conducted on teachers' strategies in teaching the expression ask for help and give something to grade V students at SD Negeri 060816, it can be concluded that teachers apply various learning approaches that are in accordance with the characteristics of elementary school students. Teachers view that mastery of functional expressions is essential because it helps students communicate naturally in everyday situations, as well as practicing intonation, facial expressions, and body language as part of speaking skills.

In the learning process, teachers prioritize a communicative approach through role play activities, group work, and simple dialogue. The use of audiovisual media such as picture cards, YouTube videos, and interactive applications also contributes greatly to increasing students' focus, motivation, and understanding of the expressions learned. The media is able to turn abstract material into a concrete and fun learning experience.

Nonetheless, learning is inseparable from obstacles, especially embarrassment, fear of being wrong, and students' lack of confidence when it comes to practicing certain expressions in front of their peers. Facing these conditions, teachers provide support through scaffolding or gradual exercises, motivational encouragement, re-explanations with direct examples, and the use of language games that create a more relaxed and safe learning atmosphere. This strategy has been shown to be effective in reducing students' anxiety and encouraging them to be more courageous in trying to speak.

Overall, the results showed that the combination of a communicative approach, engaging learning media, gradual exercises, and emotional support from teachers was able to significantly improve students' speaking skills. Students not only understand the expressions

ask for help and give something, but can also use them appropriately, naturally, and confidently in relevant communicative situations

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