

LEARNING STRATEGIES IN TEACHING PRONOUNS IN ENGLISH (HE, SHE, IT) AT NAHDLATUL ULAMA ELEMENTARY SCHOOL

Eva Betty Simanjuntak¹, Dea Yuanita Nasution², Abel Siti Aulia³, Andini Putri⁴, Nabila Syafitri⁵, Rihadatul Aisy Sitorus⁶

¹Pendidikan Guru Sekolah Dasar, Universitas Negeri Medan, evabetty@unimed.ac.id

²Pendidikan Guru Sekolah Dasar, Universitas Negeri Medan, deanasution@unimed.ac.id

³Pendidikan Guru Sekolah Dasar, Universitas Negeri Medan, abelsiti462@gmail.com

⁴Pendidikan Guru Sekolah Dasar, Universitas Negeri Medan, andiniputri1369@gmail.com

⁵Pendidikan Guru Sekolah Dasar, Universitas Negeri Medan, nsyaqih@gmail.com

⁶Pendidikan Guru Sekolah Dasar, Universitas Negeri Medan, rihadatulaisysitorus@gmail.com

Abstract

This study aims to understand how the process of teaching and learning English takes place in the classroom, as well as how teachers' methods help students understand and use pronouns (he, she, it) at Nahdlatul Ulama Elementary School in Medan. The study uses a descriptive qualitative approach with data collection techniques through observation, in-depth interviews, and documentation. The research subjects consisted of English teachers and fifth-grade students at Nahdlatul Ulama Elementary School in Medan. The study found that teaching English pronouns (he, she, it) using visual aids, simple examples, and real-life contexts at Nahdlatul Ulama Elementary School in Medan was effective. Students were active, motivated, and confident in using pronouns in sentences. These results suggest that interactive and positive teaching methods significantly improve young learners' understanding and application of English pronouns.

Keywords: English, pronouns, elementary school, interactive learning

Article History

Received: November 2025

Reviewed: November 2025

Published: November 2025

Plagiarism Checker No 665

Prefix DOI: Prefix DOI:

10.8734/sindoro.v1i2.360

Copyright: Author

Publish by: SINDORO



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

INTRODUCTION

Elementary school (SD) is the most basic level of formal education in Indonesia and plays a role in the continuity of the subsequent educational process. The objectives of basic education in Indonesia, as stated in Regulation of the Minister of National Education Number 23 of 2006, are to form the foundations of intelligence, knowledge, personality, noble character, and skills. In this dynamic era of globalization, English proficiency has become an essential skill for every individual, including elementary school students. This is based on the central role of English as an international language that opens doors to communication and opportunities in various fields. Having English skills from an early age is like equipping oneself with an important tool to explore a world full of information and opportunities. With English, students can build global connections, access diverse knowledge and cultures, and enhance their competitiveness on the international stage.

However, English language learning in elementary school is often considered difficult, boring, and uninteresting for some students. Based on various studies, many students experience difficulties in learning English due to internal factors, such as lack of motivation, and external factors, such as teaching methods that lack variety. Lack of interest and low active participation of students are among the main obstacles in English language learning. This is related to their concrete stage of cognitive development, as described in Jean Piaget's theory

of cognitive development. At this stage, students find it easier to understand concepts through activities that involve their five senses. Therefore, fun and interactive English learning is the key to overcoming these difficulties while helping students understand and remember the material more easily.

Factors that support effective teaching include high-quality teaching materials, well-planned and managed lessons, effective student mentoring and academic guidance, as well as the integration of research, original creative work, and community service to enhance instruction. Given that English is often treated as an extracurricular subject considered less important than core subjects in elementary schools, its delivery remains suboptimal. Nevertheless, teaching and introducing English at an early age is crucial, especially to help elementary students develop a broader perspective in the context of globalization.

English is a very important subject for elementary school students because it helps them learn simple words and sentences that they can use in daily life. Learning English also boosts students' confidence in speaking and understanding another language. In Indonesia, English is taught as a foreign language, so teachers need to make lessons both interesting and easy to understand.

In English, pronouns are important words that replace nouns. They make sentences shorter and easier to say. Instead of repeating the same name or object multiple times, we can use a pronoun. There are many types of pronouns in English, and one of the most common is personal pronouns. Personal pronouns are used to refer to people or things, and the pronouns *he*, *she*, and *it* are frequently used in daily communication.

According to English learning theory, young learners understand better when they can see and engage in activities. Therefore, teachers should use pictures, flashcards, songs, or games when teaching English to children. These media help students remember words and understand their meanings more easily.

Learning pronouns also helps students construct simple English sentences. By knowing how to use *he*, *she*, and *it*, students can talk about people and objects around them correctly. Teachers play an important role in guiding students to use the appropriate pronoun in the right context.

At SD Nahdlatul Ulama Medan, the English teacher, Mr. Fikri, taught a lesson on pronouns (*he*, *she*, and *it*) to the fifth-grade students. He explained that *he* is used for boys, *she* is used for girls, and *it* is used for animals or things. To help students understand better, Mr. Fikri used pictures, flashcards, and examples from real life. For instance, he showed a picture of a boy and said, "He is a boy," then showed a picture of a girl and said, "She is a girl." The students repeated after him and practiced saying the sentences aloud.

During the lesson, the students appeared happy and enthusiastic. They were very active in answering questions and following the teacher's instructions. Some students made small mistakes, but the teacher kindly corrected them and provided additional examples. The use of pictures and hands-on practice activities helped the students stay focused and more interested in learning.

This observation was conducted to examine how Mr. Fikri teaches English in the classroom and how students respond to lessons about pronouns. It also highlights the importance of using learning strategies when teaching English to elementary school. From this experience, we can conclude that effective communication, clear examples, and a positive teacher attitude make learning English easier and more enjoyable for students.

RESEARCH METHOD

This study uses a qualitative descriptive method. This method is used to describe and illustrate phenomena or conditions in the field by focusing on issues based on facts through interviews and observation of research subjects. The purpose of using this method is to understand how the English teaching and learning process takes place in the classroom, as well as how the teacher's methods help students understand and use pronouns (he, she, it) correctly and confidently.

This research was conducted at Nahdlatul Ulama Elementary School in Medan, Jalan Pukat 1, No. 37 Medan. The population of subjects in this study was the 5th grade class at Nahdlatul Ulama Elementary School in Medan. The subjects of this study were several fifth-grade students and English teachers at Nahdlatul Ulama Elementary School in Medan. Data collection techniques:

- a. Observation. This method involves the systematic observation and recording of phenomena, behaviors, or events related to the study.
- b. Interviews. The author used this technique to obtain information directly from the subjects regarding the issues to be discussed in the study.
- c. Documentation. By studying documented data, such as videos, audio recordings, photos, or transcript notes. The purpose of using the documentation technique in this research is to support the interview and observation techniques that have been carried out in the research.

The analysis was conducted through data reduction, data presentation, and conclusion drawing stages. The interview data was compared between the perspectives of teachers and students to obtain a comprehensive picture.

1. Data Presentation
Using narrative. This presentation aims to provide a comprehensive overview of the information collected, thereby facilitating the researcher in analyzing and interpreting the data.
2. Data Collection
In this study, information was collected through two main methods: interviews, observation, and documentation. With a combination of these three methods, researchers were able to collect rich and varied data, which would be very useful in further analysis.
3. Drawing Conclusions
This process involved an in-depth analysis of the data obtained to find patterns and meanings contained therein.

RESULTS AND DISCUSSION

Based on the observation in the fifth-grade English class at SD Nahdlatul Ulama Medan, the English teacher, Mr. Fikri, taught the topic of pronouns (he, she, it) with great enthusiasm. He began the class by greeting the students and providing a brief introduction to the lesson. The teacher clearly explained the meaning and use of each pronoun, giving simple and relatable examples, such as *He is a boy*, *She is a girl*, and *It is a cat*. The students actively repeated after him and appeared happy and engaged during the activity.

The classroom atmosphere during the observation was positive and dynamic. Many students eagerly raised their hands to answer questions, and several students smiled and laughed, showing enjoyment in learning English. Mr. Fikri utilized pictures and real-life examples to illustrate the differences between he, she, and it, which helped students focus and understand the lesson more easily. The use of visual aids and interactive activities aligns with theories of language acquisition for young learners, which emphasize learning through observation and hands-on experiences.

During an interview, one of the students expressed that learning English was enjoyable and not overly difficult. The student stated that the teacher's clear explanations made the pronouns easy to understand and that they felt more confident using he, she, and it in simple sentences. The student also mentioned that English is an interesting subject and expressed motivation to learn more in the future. This finding demonstrates that positive teaching methods can enhance students' confidence and motivation in learning a foreign language.

In the interview with Mr. Fikri, he explained that although the students were still at a beginner level, they were very enthusiastic about learning English. He noted that each student had a different pace in understanding the material: some grasped the concepts quickly, while others required additional time due to unfamiliar vocabulary or pronunciation difficulties. To address this, Mr. Fikri consistently used simple language, clear examples, and repetition of key points to ensure all students could follow the lesson effectively.

Overall, the findings indicate that the English learning process in Mr. Fikri's class was successful. The teacher's enthusiasm, effective communication, and use of visual and real-life examples created an engaging learning environment that encouraged student participation. While some students required extra support, most were able to understand and use English pronouns correctly. This observation highlights the importance of interactive teaching methods, visual media, and a positive classroom approach in helping young learners acquire language skills effectively. The results suggest that when teaching is conducted in a fun, supportive, and well-structured manner, students can develop confidence and motivation, which are essential factors in learning English at the elementary level.

SIMPULAN

Based on the observations and interviews at SD Nahdlatul Ulama Medan, the teaching and learning of English pronouns (he, she, it) was effective and engaging. The teacher, Mr. Fikri, delivered the lesson with enthusiasm, used simple examples, and applied visual aids, which helped students understand the material more easily. Students showed active participation, enjoyment, and confidence in using the pronouns in sentences. Interviews revealed that students were motivated to learn more, while the teacher noted that although students were beginners, they progressed at different paces depending on vocabulary familiarity.

Overall, the findings indicate that using clear explanations, visual media, and interactive teaching methods creates a positive learning environment. Such an approach not only improves understanding and retention but also makes learning English in elementary school enjoyable and successful.

SUGGESTION

Based on the findings of this study, it is suggested that teachers continue to use interactive and visual methods, such as pictures, flashcards, and real-life examples, to make English lessons more engaging and easier for students to understand. Students are encouraged to actively participate in class, practice using pronouns in daily conversations, and utilize learning media to reinforce their understanding. Schools are recommended to provide adequate learning resources and sufficient lesson time to support effective English learning. Additionally, future research can explore alternative teaching strategies, including games or digital media, to further enhance students' motivation and learning outcomes in English, especially at elementary level.

REFERENCES

- Gusrayani, D. (2014). Teaching English to young learners: Sebuah telaah konsep mengajar bahasa Inggris kepada anak-anak. UPI Press.
- Herman, H., Sinaga, H., & Hutaaruk, B. S. (2020). Students' difficulties in using personal pronouns in writing recount text. *Scientia: Jurnal Hasil Penelitian*, 5(1), 29-36.
- Lesia, E. S., Petrus, I., & Eryansyah, E. (2022). Teaching English for young learners in elementary school: Perceptions and strategies. *International Journal of Elementary Education*, 6(1), 142-148.
- Nisbet, J., & Shucksmith, J. (2017). *Learning strategies*. Routledge.
- Nurazizah, S., & Rachmawati, M. (2023). Teachers' perspectives toward successfulness of English language teaching to young learners. *English Journal*, 12(2).
- Patty, J., Lekatompessy, F. M., & Lekatompessy, J. (2024). Pembelajaran Bahasa Inggris Yang Menyenangkan Bagi Siswa SD Inpres Werwaru Kabupaten Maluku Barat Daya. *Jurnal Abdimas Indonesia*, 4(2), 143-150.
- Prasthaa, A. P., & Larasatib, R. Y. (2022). English Teaching Strategies In Elementary Schools: Challanges and Opportunities In Kampus Mengajar Program. *ELT Echo the Journal of English Language Teaching in Foreign Language Context*, 7(1), 1-8.
- Syahrizal, H., & Jailani, M. S. (2023). Jenis-jenis penelitian dalam penelitian kuantitatif dan kualitatif. *QOSIM: Jurnal Pendidikan Sosial & Humaniora*, 1(1), 13-23.
- Tamelab, M. F. (2024). *Essentials English Skills: Building Your Language Basics BAB*. Essentials English Skills: Building Your Language Basics, 57.
- Wulandari, N. L. P., Ratminingsih, N. M., & Ramendra, D. P. (2025). Strategies implemented in teaching English for young learners in primary school. *Journal of Education Research and Evaluation*.

ATTACHMENT

