

**CHALLENGES FACED BY ELEMENTARY SCHOOL'S  
TEACHER TO TEACH ENGLISH AT SDIAL MUTTAQIN  
DRIYOREJO GRESIK**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



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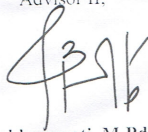
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## ABSTRACT

**Rosa, Beby Aulia.** (2018). *“Challenges Faced by Elementary School’s Teacher To Teach English At SDI Al Muttaqin Driyorejo Gresik”* An Undergraduate Thesis. English Education Department. Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya.

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English teacher holds an important role to teach English to the student in every schools’ level. The power of the class in teaching and learning process is a teacher. As a teacher they have to be able to handle the class in every situation. The teacher should create the English learning goes well. While the idea of teaching English has to be in a smooth process but the reality shows that process of teaching and learning practice is not easy. Teaching English as a foreign language can create challenges for every teacher whether beginner or experienced. Everyday teacher faces a variety of challenges which they must learn to a constant deal with, adapt to students need, find solutions to the challenges. This study investigates the challenges faced by the teacher who teach in elementary school level in second grades and the strategies to deal with the challenges. The challenges faced by the teacher when the teacher teaching English in the class. This research uses qualitative method, while observation guideline and interview guideline as the instruments. The researcher did the observation in the class. The researcher also did the interview. The result of this study shows that the teacher faced five challenges from eight challenges to teach English. The challenges faced by the teacher are respecting the students, being even handed, teaching speaking, disruptive behavior and teaching aids. The teacher uses several strategies in dealing with challenges. The teacher uses punishment, reduce the student’ score, drilling, also the teacher tries to do her best.

## ABSTRAK

**Rosa, Beby Aulia.** (2018). *“Challenges Faced by Elementary School’s Teacher To Teach English At SDI Al Muttaqin Driyorejo Gresik”* An Undergraduate Thesis. English Education Department. Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Pembimbing: Mokhamad Syaifudin M. Ed, Ph.D dan Rakhmawati, M.Pd

Kata kunci: Tantangan, guru sekolah dasar, pengajaran bahasa Inggris

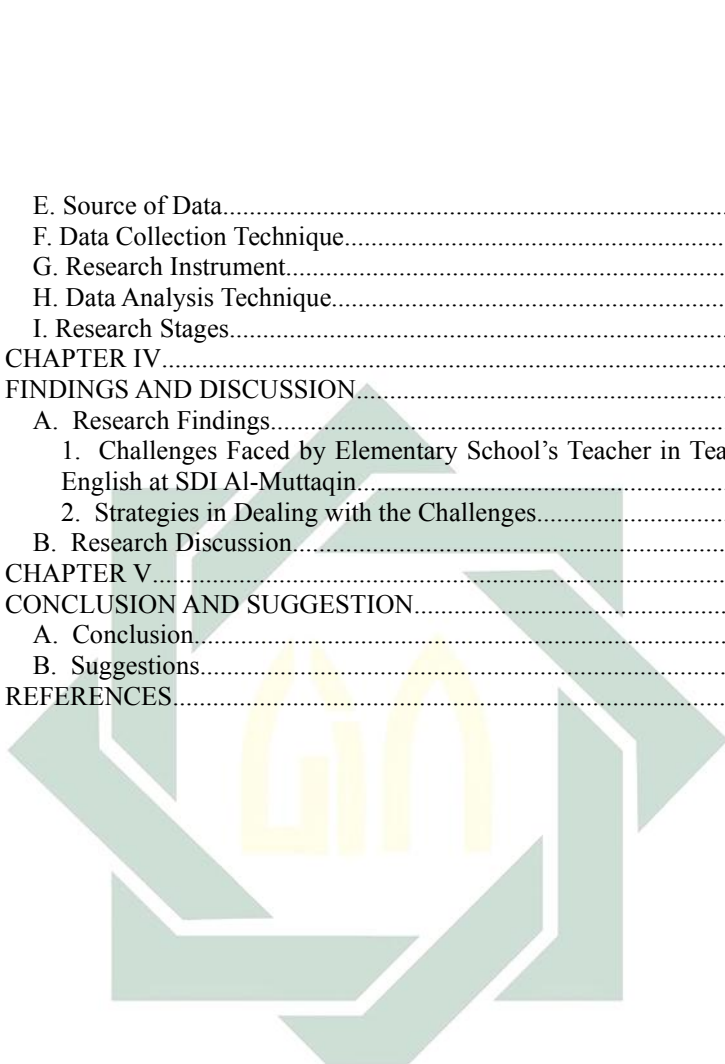
Guru bahasa Inggris memegang peranan penting untuk mengajar bahasa Inggris kepada siswa di setiap tingkat sekolah. Kekuatan kelas dalam proses belajar mengajar adalah seorang guru. Sebagai guru mereka harus bisa menangani kelas dalam segala situasi. Mengajar bahasa Inggris sebagai bahasa asing bisa menimbulkan tantangan bagi setiap guru baik pemula maupun berpengalaman. Guru setiap hari menghadapi berbagai tantangan yang harus mereka pelajari untuk kesepakatan konstan, disesuaikan dengan kebutuhan siswa, menemukan solusi untuk tantangan. Studi ini menyelidiki tantangan yang dihadapi oleh guru yang mengajar di tingkat sekolah dasar di kelas dua dan strategi untuk menghadapi tantangan. Tantangan yang dihadapi guru saat guru mengajar bahasa Inggris di kelas. Penelitian ini menggunakan metode kualitatif, sedangkan pedoman observasi dan pedoman wawancara sebagai instrumen. Peneliti melakukan pengamatan di kelas. Peneliti juga melakukan wawancara. Hasil penelitian ini menunjukkan bahwa guru menghadapi lima tantangan dari delapan tantangan pengajaran bahasa Inggris. Tantangan yang dihadapi oleh guru adalah menghormati siswa, adil, mengajar berbicara dengan bahasa Inggris, perilaku mengganggu dan alat bantu pengajaran. Guru menggunakan beberapa strategi dalam menghadapi tantangan. Guru menggunakan hukuman, mengurangi nilai siswa, drilling, juga guru mencoba melakukan yang terbaik.

## TABLE OF CONTENTS

TITLE.....	i
APPROVAL SHEET.....	i
EXAMINER APPROVAL SHEET.....	ii
MOTTO.....	iii
DEDICATION SHEET.....	iv
ABSTRACT.....	v
ACKNOWLEDGEMENT.....	vi
PERNYATAAN KEASLIAN TULISAN.....	viii
TABLE OF CONTENTS.....	ix
LIST OF APPENDICES.....	ix
CHAPTER I.....	1
INTRODUCTION.....	1
A. Research Background.....	1
B. Research Questions.....	3
C. Objectives of the Research.....	4
D. Significance of the Research.....	4
E. Scope and Limitation.....	4
F. Definition of Key Terms.....	4
CHAPTER II.....	6
REVIEW OF RELATED LITERATURE.....	6
A. Theoretical Framework.....	6
1. Teaching and Learning Process.....	6
2. The Role of a Teacher.....	6
3. Qualified Teachers in Teaching Young Learners.....	8
4. The Role of Teacher to Teach Young Learners Successfully.....	11
5. Definition of Young Learners.....	14
6. Teaching English as a Foreign Language (EFL) in Indonesia...	17
7. Challenges in Teaching English as a Foreign Language.....	17
8. Strategies in Dealing with the Challenges.....	21
B. Previous Studies.....	29
CHAPTER III.....	33
RESEARCH METHOD.....	33
A. Approach and Research Design.....	33
B. Research Subject.....	33
C. Setting of the Research.....	34
D. Data.....	34



E. Source of Data.....	35
F. Data Collection Technique.....	35
G. Research Instrument.....	36
H. Data Analysis Technique.....	37
I. Research Stages.....	37
CHAPTER IV.....	39
FINDINGS AND DISCUSSION.....	39
A. Research Findings.....	39
1. Challenges Faced by Elementary School’s Teacher in Teaching English at SDI Al-Muttaqin.....	39
2. Strategies in Dealing with the Challenges.....	47
B. Research Discussion.....	49
CHAPTER V.....	57
CONCLUSION AND SUGGESTION.....	57
A. Conclusion.....	57
B. Suggestions.....	58
REFERENCES.....	59



## CHAPTER I

### INTRODUCTION

#### A. Research Background

Teaching English in school has been described by Johnston as possibly the biggest progress in Education which is becoming increasingly important in a world including Indonesia, where idea of political, social, and trading barriers between people are rapidly improving and it showed English indicates as a new realization of the importance in modern world. One thing appears to that reality that the teacher should teach English to learners are increasing in number and decreasing in age. The number of English language program, courses and lessons children is increasing at a high rate nowadays. Government introduces English language program earlier at primary school and there are several kindergartens that offer their children English language already during their pre-school years.<sup>1</sup>

While the idea of teaching English is stronger but the reality shows that process of teaching and learning practice is not easy. Teaching English as a foreign language is a challenge for every teacher whether beginner or experienced, yet rewarding career choice. Everyday teacher faces a variety of challenge which they must learn to a constant deal with, adapt to students need, find solutions to these challenges and most important to achieve successful communicative language teaching.

In fact, English has identified a number of pressing. The study conducted by Reem Abdullah entitled "*Teacher Challenges in Middle School Classrooms and their Relationship to Teaching Performance from Educational Supervisor' Perception.*". The teacher faced some challenges

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<sup>1</sup> Johnstone, R. An early start: What are the key conditions for generalized success? In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives*. Reading, (England: Garnet Education, 2009), 31.

in teaching English. The teacher faced challenges such as unsuitable teaching aids, overcrowded classroom which is one class consist of forty to fifty students, and noisy environment. The unsuitable teaching aids and the overcrowded classroom are considered as challenges in teaching English. Those challenges made the teachers and the students became frustrated and stressed. Therefore, incorporating the essential features of classroom management like organizing the classroom, planning, using effective materials, choosing appropriate activities etc, would help the school' teachers to establish effective learning management system.<sup>2</sup>

Furthermore, the other challenges also occurred especially teaching in secondary school in rural areas in Southeast Sulawesi Province. The research took place in English language classroom that the challenges found in the classroom. The study is conducted by Nikolaus entitled *Teaching English In An "Acquisition-Poor Environment": An Ethnographic Example Of A Remote Indonesian EFL Classroom*. This research shows that the challenge appears about the facilities. Such the teacher did not have teacher's book, they had to work from student's book. As consequences, they did not have clear, practical guidance in how to proceed with the task in the classroom.<sup>3</sup>

On the contrary of becoming secondary teacher, people think that becoming an elementary school teacher will not face many challenges such above. Many assume that primary school teacher don't need to know too much beyond basic reading, writing, speaking or listening because they will not

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<sup>2</sup> Reem, Abdullah. Bachelor Thesis: *"Teacher Challenges in Middle School Classrooms and their Relationship to Teaching Performance from Educational Supervisor' Perception."*( Palestina: Al - Azhar University, 2011), 88.

<sup>3</sup> Pasassung, Nikolaus, Bachelor Thesis: *"Teaching English In An "Acquisition-Poor Environment":An Ethnographic Example Of A Remote Indonesian EFL Classroom"*( Indonesia: University of Education, 2003), 259.

face so many challenges.<sup>4</sup> As a matter of fact, the elementary school teacher also faced challenges. The challenges occurred from the students. such as controlling crowded situation in the class. The challenges often faced by teachers when the teacher explained the lesson. The students busy with themselves. They had their own things to do, and also they played with their friends while explanation was going by the teacher. As the children they wanted to play in the class until they felt satisfied. The school system already gave them a break time. But, when break time were not enough. They continued to play in the class. Moreover, the teacher also faced active students, they also easy to felt bored. When they felt bored, they moved and ran around the class. Not only moved and ran they also disturbed their other friends. As well as they disturbed their friends, they also disturbed the teacher.<sup>5</sup>

Those phenomenon makes the researcher wants to conduct the study more extensive in order to help the others' teacher to aware of the challenges they faces and to deal with the challenges. Because being an integral part of the English teachers in every level schools, teacher should be given appropriate attention so that the overall aim of teaching English can be achieved. Teachers do everything they can to make sure that their lessons are successful in the class. Teachers must have a lot of strategies in dealing with challenge in the classroom. Thus, the strategies are very important to deal with the challenge which can cause of problem in teaching and learning process. In most cases, students in the class need to get a good teacher to deal with the challenge as a means of access information and communicating socially.

Thus, The researcher chooses to conduct the research in Elementary school teacher from SDI Al-Muttaqin whom has English teacher education background. The researcher chooses the teacher from SDI Al-Muttaqin also because the teacher teaches English to the students with Cambridge

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<sup>4</sup> Linda, Banks. What does it take to become an elementary school teacher?.(USA: NCTQ, 2015),2.

<sup>5</sup> Evertson, CM. *Classroom Management for Elementary Teachers*. (USA: Pearson, 2006), 19.

curriculum followed by Cambridge book. The researcher did the preliminary research where the school faced the challenges of disruptive behavior students. That challenge made the researcher wanted to conduct the studies deeply. Nowadays, English in elementary school in Indonesia is not compulsory subject, the researcher chooses the place where English as a compulsory subject to learn.

## **B. Research Questions**

The study will be guided by the following research question :

1. What are challenges faced by elementary' teacher to teach English at SDI Al-Muttaqin?
2. What are the teacher' strategies in dealing with the challenges?

## **C. Objectives of the Research**

Based on the research question, the objectives of the research are:

1. To describe challenges faced by elementary school teacher in teaching English in Surabaya.
2. To find out the teacher strategies in solving the problems in teaching their students.

## **D. Significance of the Research**

1. For English Teacher

The result of this research can be used as reference in teaching English in Elementary School. Any unveiled strategies would help solve the problem of the teachers when facing the challenge in teaching English in elementary school.

2. For Further Research

This research gives a benefit in giving academic information for the future research in ELT research especially in challenge to teach English in elementary school.

## E. Scope and Limitation

This research focuses on teaching challenges faced by the teacher to teach elementary students in the class. The first concern is about the challenges faced by teacher in teaching in the classroom. The second concern is about the strategies of teacher in dealing with the challenges faced in the classroom. The researcher limits the study to only focus on a teacher whom has English education background and teach English as a compulsory subject.

## F. Definition of Key Terms

**Challenge** according to Toynbee is something difficult which requires great effort and determination, something that tests strength, skill or ability. In this research challenges are teacher's difficulties in teaching English which need problem-solving.<sup>6</sup>

**Elementary's School Teacher** is teacher who teaches the students of vastly different age groups, from the early ages of five or six to the cusp of adolescence 11 or 12.<sup>7</sup> In this research, elementary school teacher is the teacher who teaches English in second grade.

**Strategy** is a plan of action chosen to bring about a desired future, such as achievement of a goal or solution to a problem. In this research, strategy is a plan of action chosen by the teacher to dealing with the challenges faced in the class during the learning process.<sup>8</sup>

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<sup>6</sup> Toynbee, J. Arnold, "A Study of History" (London: Oxford University Press, 1987),125.

<sup>7</sup> Nikolov, M, "Early learning of modern foreign languages: Processes and outcomes" (Bristol, UK: Multilingual Matters, 2009), 12.

<sup>8</sup> Strategy, "Oxford Dictionary 2010", accessed January 2, 2018.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Teaching and Learning Process

The great power of the class in teaching and learning process is a teacher. As a teacher they have to be democratic and be able to handle the class in every situation. The teacher has to make sure the condition in the class is ready during the teaching and learning process. The teacher must create a good teaching and learning process in the class. Actually here are three kinds of steps in teaching and learning process:<sup>9</sup>

- a. **Information** : In each course the students get some of information that can improve or broaden their knowledge even though it will be opposite with everything that they know before.
- b. **Transformation** : The teacher is needed to help the students to make a transformations of the knowledge in the abstract or conceptual to make those knowledge larger.
- c. **Evaluation** : After the first and the second step, it is necessary to evaluate those process to know about the knowledge that can absorb with the students and the process of information and transformation will useful for other indication or not.

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<sup>9</sup> S Nasution M.A, "Berbagai Pendekatan dalam Proses Belajar dan Mengajar"(Jakarta :BumiAksara,2000),9.

## 2. The Role of a Teacher

The subject of the class who encourages motivation and desire during teaching and learning process is a teacher. When the student comes into the educational form, they get a teacher as their parents help in their home. The teachers in the school have a main aim to do the transmission of knowledge to development of student's brain. Teacher has a specific roles in teaching and learning in the classroom. These are the roles of teacher as follow:<sup>10</sup>

### a. The Teacher as a Controller

The teacher as a controller, controllers have the capacity to tell students things, organize drills, read aloud and in various other ways exemplify. They command the class and of the activity taking place and they often lead from the front class. Teacher as a controller is needed when giving explanations, organizing question and answering work, lecturing, making announcement or bringing a class to order.

### b. The Teacher as a Prompter

The teacher as a prompter, when the children in the process of learning the teachers are sometime included in a role play activity and find the students lose of what is going on, or they are lost for words during the learning process. The teachers have to prompt students in monolingual groups to speak English rather than use their mother tongue. The teachers choose some kinds of a motivation role and keen to encourage the students to think creatively rather than have them hang on our every word just to do everything that teachers asks. When the teachers motivate the student, they need to do in calm way and encouragingly but above all, the teacher should do wisely.

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<sup>10</sup> Harmer, Jeremy, "*The practice of English Language Teaching Fourth edition*"(USA : Pearson, 2009),108.



**c. The Teacher as a Participant**

Teacher as a participant, when students get on with the discussions, role plays or group decision making activities the teacher should allow them and only intervenes later to offer feedback to correct mistakes. It means that the teacher can live things up from the inside instead of always having to prompt or organized from outside the group. The teacher can join in an activity not only as a teacher but also as a participant in their own right.

**d. The Teacher as a Resource**

The students still have need of their teacher as a resource to develop their knowledge. The meaningful job for teacher is to encourage the students to use resource material for them and to become more independent in their learning generally. Therefore, instead of answering every question about what a word or phrase means. The teacher can instead direct students to a good dictionary. If the teacher does not know the right answer as an alternatively, the teacher needs to have the courage word to say with their students. They do not know about the answer right now, but the teacher will tell to the student tomorrow. It means that the teacher will have to give them the information in the next day otherwise they may begin to lose confidence when teaching in the class. When the teachers are acting as a resource, they will want to be helpful and available.

**e. The Teacher as a Tutor**

The teacher as a tutor, the teachers are blending the roles of prompter and resource, in other words acting as a tutor in learning activity. The teacher can go round the class when the students are working in small groups or in pairs, and staying briefly with a particular group or individual, give the short of general guidance. The students need the teacher who are care to them, however, to assure that as many individuals or groups as possible are seen, otherwise the students who have not had access

to the tutor may begin to feel unhappy. Accordingly, the teacher needs to be able to switch and combine between the various roles above, when it is appropriate to use one or other of them. The teachers need to be aware of how they carry out that role, how they perform when teaching in the class.

### **3. Qualified Teachers in Teaching Young Learners**

The study after study shows the single most important factor determining the quality of education a child receives is the quality of his teacher. Teaching is one of the most complicated jobs today. It demands broad knowledge of subject matter, curriculum and standards, enthusiasm, a caring attitude, and a love of learning. With all these qualities required, it's no wonder that it's hard to find great qualified teacher. Here are some characteristics of qualified teachers:<sup>11</sup>

#### **a. Qualified Teachers of English Should Know Who Children Are**

The teachers should know who their target learners are before they can design a good English instruction.<sup>12</sup> Who are the children? Review of theoretical treatise and research-based reports the teachers who understand children from children's own perspectives will lead them to a clear conclusion that children are children, they are not little adults. Children have their own culture and ways of doing things which are different from that of adults. Given this thinking, children should be treated and appreciated in their own right. If we want English teaching to work as expected, it should first of all be

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<sup>11</sup> Mustafa, Bachrudin "Teaching English to Young Learners in Indonesia: Essential Requirements" (Indonesian University of Education, 2010), 122.

<sup>12</sup> Barrat Pugh, C., & Rohl, M. "Literacy Learning in the Early Years" (Australia: Allen & Unwin, 2000), 121.

ensured that teachers hold an appropriate perspective about who children.

**b. Qualified Teachers of English Should Know How Children Learn**

Bruner and Piaget have provided very useful insights into how children learn. More specifically, Bruner proposes a hierarchy of children's learning modes: enactive (which means the children like doing things on physical activities), iconic (which represents residual mental images resulting from the contacts with material entities), and symbolic (which comes later by way of symbolic means such as language). Parallel to these three modes of learning, Piaget contributes another helpful concept. That is, three kinds of knowledge children create from their engagement with physical objects and social intercourse. More specifically, according to Piaget, there are three kinds of knowledge: physical knowledge (which children construct out of their "interaction" with physical objects), logic mathematical knowledge (basic concepts children acquire as a mental residue from their actions on physical objects), and social knowledge.

**c. Qualified Teachers of English Should Know How Children Learn a Language**

Young learners acquire a language from direct contact with language in use, including observing and participating in literacy practices; watching how people read and write for functional real purposes; and participating in literacy events. In other words, language skills are acquired naturally in the context of meaningful oral interaction and literacy events. In addition, children learn a language by doing things in and with the language, the children can participate in social activities involving the use of the language; being engaged in social interaction using the language being learned. There are three dimensions when children learn

language, the first is exposure to the language (where children get exposed to language in use which can serve as examples to learn from), engagement (where children get opportunities to use the language for communicative purposes), and consistent support (where the children see for themselves that learning the language is useful; and the language they learn socially recognized as prestigious). These three dimensions should be there if the learning of a language is to be effective as expected.<sup>13</sup>

**d. Qualified teachers of English should know the principles and should be able to do things to facilitate children learning English as a foreign language**

Teachers of English should use English all the time or as much as possible during the session in the classroom as exposure to English in use is very limited outside of the classroom. To support the idea of increasing exposure to English use, print-rich environment should also be created in and around the classroom. As children learn more readily when engaged in physical movements, teachers should use activity-based teaching-learning techniques such as TPR, games, and projects. Also to be noted here is that teachers should focus on functional English or vocabulary development, and for immediate fulfillment of communicative needs of the young learners. As children have relatively short attention span, teachers of English should use various techniques for short periods of time to maintain the interest level of the children in engaging the English lessons. Also noteworthy is the idea that teachers should reiterate often to ensure the acquisition of English. As classroom English (or language of classroom interaction) is relatively distinctive in nature, it is good idea if the teachers can

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<sup>13</sup> Mustafa, Bachrudin, "Teaching English to Young Learners in Indonesia: Essential Requirements" (Indonesian University of Education, 2010), 122.

provide useful acquisition-promoting routines in English so that as a collective children in the classroom can acquire relatively significant amount of functional English simply by being present in the classroom.

#### **4. The Role of Teacher to Teach Young Learners Successfully**

Teaching at any level is challenging occupation, students can be demanding, the grading often feels endless, and talking in front of a room full of people gives many teachers anxiety. However, like any other worthwhile professional pursuit, teaching has learning curve. Once the teachers learned to feel comfortable in front of the students, teaching will become fun, rewarding job. The teachers can be successful by preparing ahead of time, successful managing classroom and engaging directly students. These are some effective teachers of English should do:<sup>14</sup>

##### **a. Teacher should use English all the time to ensure that children have relatively much exposure to English**

Teachers of English should use English all the time/or as much as possible in the classroom during the instructional sessions in order to expose students to English in use which represents an essential prerequisite for the acquisition of English to happen. Teachers of English model the acts of speaking, reading and writing by speaking, reading, and writing themselves while the children try to do so. This functional use of English during the instructional time should be carried out consistently to provide learners with opportunities so that they can see or themselves how English is being used for communicative purposes with their teachers. In this way, children can observe and participate in the use of English for communicative purposes, and then acquire this language in use as a prototype for later use in other

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<sup>14</sup> Mustafa, Bachrudin."Teaching English to Young Learners in Indonesia: Essential Requirements",(Indonesian University of Education, 2010),123-124.

communicative events.

**b. Print-rich environment in English should be created in and around the classroom**

Teachers of English should create a learning environment rich in multimodal literacy artifacts. Provide the room with ample functional reading and writing materials in English such as brochures, leaflets, circulars, posters with captions written in English, comics, magazines, dictionaries and encyclopedias so that functionality of English is visible to the children in the classroom. Teachers of English for young learners should use activity-based Teaching and learning techniques such as total physical response (TPR), games, and project

Teachers of English should use activity based activities teaching techniques such as TPR, games, and projects and learning how to use English is accomplished when children use the language to learn about the world; the focus is on the subject matter (e.g., games they like most; favorite activities during the rainy season, etc.).

**d. Teachers of English for young learners should use various techniques for short periods of time to maintain the interest level of the children in engaging the English lessons**

Teachers of English should use various teaching techniques for short periods of time to avoid boredom on the part of learners. At the same time, keep focus on the teaching items from one instructional move to another so that children's learning is ensured.

**e. Teachers of English should focus on functional English for vocabulary development, and for immediate fulfillment of communicative needs of the learners**

Teachers of English should use functional English during the instructional time in the class so that children

can acquire functional vocabulary items from your talk and their communicative needs get fulfilled. In doing this, encourage children to speak up their minds by proactively soliciting their responses and anticipating their vocabulary needs so that genuine communication can take place.

**f. Teachers of English for young learners should reiterate often to ensure the acquisition of English expressions or vocabulary items**

Teachers of English should reiterate useful vocabulary items and expressions as frequently as they are contextually appropriate. The more frequently they encounter words and expressions in the context of genuine communication, the easier they would find them to acquire. Do this activity consistently and you will learn how speedy your students pick up the language and use it in their talk and writing.

**g. Teachers of English for young learners should provide useful, acquisition promoting routines**

Teachers of English should create routine activities which are rich in language use such as reciting prayers in English together before getting started with English sessions, engaging students in small but authentic social talks as an ice breaker before delving into the topic of the day, and having children do “show and tell” on a weekly basis. As part of a regular instructional “menu”, have a shared book reading and talk about the book you collectively read in the classroom regularly. Research has established that shared book reading helps children develop many of the skills essential for eventual reading achievement.

## **5. Definition of Young Learners**

According to Ersöz young learners is between the age of 7-9 years old which is processing in elementary school in

grade 1<sup>st</sup> until 3<sup>rd</sup>. The characteristic of young learners are :<sup>15</sup>  
 (1) Low concentration span (2) Short memory: frequent revision needed (3) Logical-analytical: asking questions (4) Problem in sharing group work (5) Limited motor skills (left-right) (6) They love stories, fantasy, imagination, drawing, and coloring. According to the characteristics of young learners language focus or skill used in teaching young learners at that level are limited, children only taught about simple listening and speaking skill, vocabulary items, new reading and writing and no grammar teaching or metalanguage (songs, classroom language). The teacher must think and operate the learning process on how the young learners think and operate. A good teacher must play their roles appropriately. They must be able to provide best condition and materials so they can control the learning process and the students characteristics.

According to Piaget the characteristics of young learners are:

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**a. Children learn from direct experiences.**

Children is unlike adults who can generally learn from decontextualized abstractions, children learn and create knowledge base from direct experiences: from what they can capture using their senses, and from what they experience directly. This learning principle has a great implication for topic choice and materials development by the teachers. For instance, rather than trying to engage children into the idea of playing cricket during winter time which they generally do not experience in their lives in Indonesia, teachers of English could involve the children in talking about their favorite activities during the rainy season. In this way,

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<sup>15</sup> Ersöz. A, "Teaching English to Young Learners.(Ankara: EDM Publishing, 2007),3.

<sup>16</sup> Cameron, Lynne,"Teaching Languages to Young Learners" (UK: Cambridge University Press, 2001),2.



the learning of English makes a better sense to learners because this foreign language can serve a real purpose: talking about things they think important in their lives.

**b. Children learn from hands-on physical activities**

Children is different from the way adults learn whereby abstract, virtual experiences can be digested in such an allegedly easy way, young children's learning is greatly enhanced when the learners are engaged in hands-on physical activities such as playing with physical objects or making physical movements. This learning tendency has a great implication for instructional design. That is, rather than using seat work all the time, for instance, a teacher of English would help her students learn better if she has the learners do things in English (such as creating posters with captions in English) or do things with English (such as negotiating field trip plans in English). In this way, English instructional activities become more varied and engaging to young learners.

**c. Children thinking is embedded in here-and- now context of situation**

Common in classes of young learners are learning activities related to the identification of colors and shapes of objects. Teachers of English often complain about how time consuming it is to prepare teaching scenarios and create learning media. Given that children's thinking tends to be embedded in what is happening right now and what can be experienced on site, it would make a better sense if the teacher capitalize on the colors she can spot in what students are wearing and using and use this as a basis for the learning activity. The same procedure can also be adopted for the topic of shapes of objects. In this way, the teaching and learning of English can serve a real purpose, and this will, in turn, increase children's learning motivation because they can see for themselves that English is useful.

#### **d. Children learn from whole to parts; holistically using scripts**

Children create knowledge by accumulating what has already been experienced case by case. From this kind of experience, children develop scripts which serve as a kind of “organizer” for digesting their ensuing experiences. Take eating in a restaurant” as an example. Using their direct experience as a guide, children would construct the eating-in-a restaurant- script as coming in-> making an order-> being waited on-> eating -> paying the bill ( and then) -> leaving. This initial script will later be revised with more details if the children experience having a meal in “all you can eat” restaurant where customers help themselves; or when dining at the expense of another person (i.e, “being treated” by another person) where the bill is taken care of by the other person. Given this way of learning, children would get facilitated if the English instruction builds on what children know rather than on what is likely new to them. In this way, thinking in the foreign language would be limited only in terms of vocabulary items, not in the concept they do not have.

#### **e. Children have short attention span**

Adult learners can concentrate hours and hours on the topic they are working on, but children can hold their attention for about 15 to 20 minutes only. This relatively short attention span has a great implication for teaching procedures. That is, rather than using a large time block for an uninterrupted session, it would be better to divide the time block into several smaller chunk of activities where children are engaged in different, smaller chunks of learning activities. This means that teachers of English should use various teaching techniques for shorter periods of time to avoid boredom on the part of students, while at the same time pay close attention to

teaching items being targeted for each fraction of the sessions.

## **6. Teaching English as a Foreign Language (EFL) in Indonesia**

Teaching English as foreign language in Indonesia have more advantages than those who teach it in the context of second language. In the context of second language, though English is not native for them but the teachers have lots of opportunities to be directly exposed their students to English around them. The teachers can provide their students to directly listen to English used by native speakers through various language activities such as listening songs, speeches, announcements, advertisement, debates, campaigns, etc. Printed materials are also available in great quantity, so that they can read whatever they like. Filling forms, taking messages, taking notes, writing application for job or writing letters to the native speaker in the country are done in English. The case is different when the learners learn English in an FL context, such as Indonesia. The learners who learn English in FL context will not have as much advantageous as when they learn the language in a SL context. The main reason for this is that they have limited exposure to English. The circumstance and language milieu available do not support the development of the target language the learners are learning. The only place where English is probably used and the only time where the learners might be exposed to English is school, or more specifically, classroom. Outside school or classroom, it is very rare occasion to find people included the learners themselves, use English. It is no wonder why the teacher seem to have difficulty teach them successfully though they actually have taught English to the students for years. That's why efforts must be made to create such opportunities.<sup>17</sup>

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<sup>17</sup>Muth'im, Abdul, "Teaching English in an FL Context: a challenge for English Teachers" (Banjarasin: Lambung Markurat University, 2013), 5.

## 7. Challenges in Teaching English as a Foreign Language

### a. The Course Book

Units and lesson often follow an unrelenting format so that students and teacher eventually become demotivated by the sameness of it all. And in their choice of topics, coursebook can sometimes be bland culturally inappropriate. The teacher need to provide a rich diet of learning experiences which encourage their student to get information from variety sources. It is one of challenge because they need to plan a range of activities and materials and flexible enough to move on the next exercise when they see the students get bored. In India good coursebooks also difficult to find. The coursebook that mostly used in India are edited or written by those who are not actual practicing teacher.<sup>18</sup>

### b. Recognizing the Students' Names

Students want their teachers to know who they are. They would like their teacher to know their name, of course, but they also appreciate it when teachers have some understanding of their characters. Recognizing the student's name also involves knowing about students. At any age, they will be pleased when they realize that their teacher has remembered things about them and has understanding who they are. Its extremely difficult to teachers to know their names, especially at the beginning of a term or semester. As a result, teacher have developed a number of strategies to help them cope with this situation.<sup>19</sup>

### c. Respecting the Students

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<sup>18</sup>Thakur Jyoti. (2013) Challenges and Prospect in Teaching English at Elementary School Level. India: Chitkara University.

<sup>19</sup> Harmer, Jeremy, "*The practice of English Language Teaching. Fourth edition*" (USA : Pearson,2008), 113.

The teachers should give respect to the students. Giving a respect is vital, when the teacher deals with any kinds of problems in class, the teacher might face challenge in treating the students. The teacher could shout or scream. If the teacher is too critical, they risk demotivating the students. The teacher must respect the students while some students are fine, but others need support and positive reinforcement. In short, students have different characters and intelligences. So they have different preferences when it comes to being respected.

**d. Being even-handed**

A good teacher should try to draw out the quiet ones and control the more talk active ones. Sometimes students are reluctant to take part overtly of other stronger characters in a group. The reasons that some students are not forthcoming may be many and varied, ranging from shyness to their cultural or family background. The teacher may faces challenge in understand this situation.<sup>20</sup>

**e. Teaching writing**

Given that many children will be learning a new script when learning English, it is not surprising that writing also presents a challenge. Moreover, many children are learning to write both in English and in their first language, which means they are developing literacy in two languages simultaneously. Two aspects of writing concerned teachers in particular (apart from spelling, which taxes teachers of children learning English as a first language too): teaching children to write correctly, and teaching them to write creatively. Teaching children correctly when they are success to write in the correct form of the words. Creative writing, by which teacher mean activities in which children were required to draw on both their linguistic resources and their imaginations

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<sup>20</sup> Harmer, Jeremy, “*The Practice of English Language Teaching Fourth edition*”(USA: Pearson,2008),113.

to write either stories or compose sentences around a topic area, tested children to a far greater extent. Many children seemed unable to complete these kinds of tasks and others were not even able to begin them. The challenge occur in teaching children when the teacher is teaching children to write in the correct form of the words and also begin to write or compose sentences around a topic area.<sup>21</sup>

**f. Teaching speaking**

The challenge most frequently identified was teaching speaking. Previous research has identified teachers' level of English and language teaching methodologies as being problematic. The most common comments were about getting children to speak; for example, "making them speak and persuade them that speaking English is something they do not able to do." It could be that many children are reluctant to speak in front of their classmates, particularly in a foreign language, as it can be extremely face-threatening. Teachers also stated it was difficult to teach "good," "correct," and "perfect" pronunciation.<sup>22</sup>

**g. Disruptive Behaviour**

Students' behavior become common challenges for the teacher to teach English. Disruptive student behavior is detrimental to the community because it interferes with the learning process for other students, inhibit the ability of teachers to teach most effectively, diverts students and teachers' energy and resources away from the educational mission and may indicate a significant level of personal problems or distress on the part of disrupter. According to

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<sup>21</sup> Copland, Fiona, "Challenges in Teaching English to Young Learners: Global Perceptive and Local Realities"(Aston University: Birmingham, 2013),745.

<sup>22</sup> Copland, Fiona, "Challenges in Teaching English to Young Learners: Global Perceptive and Local Realities"(Aston University: Birmingham, 2013),747.

Charles these are common types of disruptive behavior :<sup>23</sup>

2. Prolonged Chattering: Small cliques of 2-3 students who engage in private conversations.
3. Aggression: there are two kinds of aggression, they are physical aggression (hitting, kicking, biting, pinching, pulling, slapping) and verbal aggression (put downs, swearing, ridiculing, and name calling).
3. Breaking rules: the student' behavior in ways to break the class rules when they are unable to meet certain needs satisfactorily.
4. Confrontation: the students try to get their way or show dominance of another person.
5. Disengagement: the students may have something more interesting in their minds, feel incapable of performing task, or find the task boring or meaningless. They may disengage lesson for those variety reasons.
- 6.

#### **h. Teaching Aids**

A general survey of teaching in Indian school said that provided teaching aids is very difficult, they have limited time to do that because they are teaching everyday which means they are not only English teacher but also class teacher that must be handle the class everyday, and that most of the teaching is being done without the help of any aid. The teacher of English hardly takes any initiative to prepare even simple charts or flashcards which can greatly help them in teaching their subject well. <sup>24</sup>

### **8. Strategies in Dealing with the Challenges**

#### **a. Possible strategies to Respect the Students**

<sup>23</sup> Charles, C.M,” Building Classroom Discipline”(USA: Pearson Education,2010),160.

<sup>24</sup> Thakur, Jyoti, “Challenges and Prospects in Teaching English at Elementary School Level” (India: Chitkara University, 2013),127.

The teacher is a role model for the students, if the teacher did not respect the students, then the students will not respect the teacher. These are the way to help the teacher respect their students in any condition:<sup>25</sup>

1. The teacher's words must be golden

The teacher must be the one person that students can trust unequivocally. Many students don't respect teacher simply because they've never met one who did n't lie to them which, fair or not, is how they see it if the teacher don't do what the teacher say.

2. The teacher must never take misbehavior

The teacher must respect their students by avoiding angry and resentful behaviors, keep the emotional distance by taking a deep breath when responding unwanted behavior.

#### **b. Possible strategies being even handed to the students in the class**

The teacher has to being even handed to every students to gain the learning is in well going and successful result,

these are kind of strategies to be even handed to the students.<sup>26</sup>

1. Impartiality

Students expect an instructor to treat everyone in the class equally. Few teachers

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<sup>25</sup> Linsin, Michael. 3 Simple ways to Earn Your Students' Respect., accessed November 7, 2017. <https://smartclassroommanagement.com/2012/10/13/3-simple-ways-to-earn-your-students-respect/>

<sup>26</sup> Scott, Wendy and Lisbeth H. Ytreberg, "Teaching English to Children" (USA: Pearson Education Limited, 2004), 87.



intentionally favor certain students over others, but it is probably impossible not to like some students more than others. Differences in liking may foster differences in interactions, such as allowing certain students to dominate discussions. Even subtle differences in how students are treated may lead to perceptions of partiality where none exist. To avoid giving the impression of partiality, carefully monitor your behavior and interactions with all students.

## 2. Give Every Student a Chance to Participate

In a large classroom, it's easy for quieter students to fade into the background while the more outgoing ones answer the questions and participate. Whether you are keeping track of who you call on, playing games where everyone has to participate, or doing partner work, make sure that every student is involved.

## 3. Propriety

Propriety means acting in a socially acceptable manner that does not offend students' sensibilities.

### c. Possible strategies to teach writing to the students

Writing is not always easy, although the writing and the oral skill are combined in the classroom and the one clearly benefits from the other, writing has certain characteristics which seem to make it difficult for students to get to with, especially for young learners. Even if there are difficulties in writing in the foreign language, it is useful, essential and integral and enjoyable part of

the foreign language lesson. These are strategies to teach young learners writing.<sup>27</sup>

#### 1. Straight copying

The teacher can ask the students to copy words. Copying is a fairly obvious starting point for writing. It is an activity which gives the teacher chance to reinforce language that has been presented orally or through reading. For students who find even straight copying difficult, you can start them off by tracing words. Even though they may not understand what they are writing, they will still end up with piece of written work, and this in itself will give valuable encouragement and satisfaction.

#### 2. Matching

The teacher can vary straight copying by asking pupils to match pictures and texts, or choose which sentence they want to write about the text.

#### 3. Delayed Copying

The teacher can do delayed copying, which is fun to do in class, for training short term visual memory. Write a short, familiar sentence on the board, give the pupils a few seconds to look at it, and then rub it out and see if the pupils can write down. Please note that this type of activity should not be used as a test.

#### 4. Rainbow - Colorful Handwriting Practice

The teacher uses this activity to help children to practice their spelling words. Because lets face it, memorizing things isn't

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<sup>27</sup> Scott, Wendy and Lisbeth H. Ytreberg, "Teaching English to Children" (USA: Pearson Education Limited, 2004), 69.

fun for young children. All the teacher needs to do this simple activity are paper and crayons. That's it. Drew an upper and lower case A for children and their friend. But the teacher also did a couple of numbers and threw in some shapes, too. Have your children trace the letter, shape, or number with any color crayon. As they are tracing it have them say it out loud, too. For letters the teacher says the letters and for shapes the teacher will say the shape and then say something that is that shape. Have them trace over the object again with a different color crayon. Then, have them repeat it again with another color, and so on until all seven colors of the rainbow used. This is a very easy way to get your children to do repetition without making it seem like doing the same thing seven times. It is a great for handwriting and pencil grasp practice, along with recognition of letters, shapes, numbers, and colors. It really is a lot of fun and your refrigerator will soon be covered with rainbowed objects.

#### 5. Letter Tracing

The teacher must gather the materials. The teacher will need contact paper, a marker, some paper towels, stickers, and scissors. Start by writing out the words or letters for the mat. The teacher has to make sure the marker they use doesn't bleed. Prefer to used paper towels because they are a perfect size for mat. Paper will work just fine. Add your stickers. Children wanted different stickers, one of them for the example is fire truck themed one and the teacher can made an alphabet mat for them as well. The teacher chooses uppercase but there is no rule that the teacher has to do uppercase. Cut your contact paper so they sandwich the

place mat in it. Place the mat face down to help avoid bubbles.

#### **d. Possible strategies to teach speaking to the students**

There are many other techniques and activities that teachers can use for their young learners students in the classroom. Here are some the examples:<sup>28</sup>

##### **1. Games**

Play is a purposeful activity and games are a part of playing. Games are a very appropriate teaching technique in the young learner classroom. There are many kinds of games the teachers can create. The examples are Memory games, This and That, Role play, Guess games, etc.

##### **2. Talking and Writing Box**

Teachers can experiment with this kind of method. They can put the pictures or topics in the box and the students can choose one that is interesting to them, or teachers can do it like the example below: The teachers can show a funny picture, the funnier the better, and give students some multiple choices relating to the language focus and also give them choice to give their own opinion.

##### **4. Tongue Twisters**

This method can be used to teach pronunciation in a fun way. Children may have trouble pronouncing certain English language sounds. For example, children who

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<sup>28</sup> Fransisca, Eka. (2008). Teaching Speaking to Young Learners. Bandung: Indonesian University of Education..p.5

Children who speak some Asian language may have difficulty pronouncing the English language /r/ and /l/ because of the way that they occur or their absences in their native languages. Sometimes, the difficulty also occurs because children often do not know how to form their lips and mouth in such a way as to correctly articulate the sounds. Children adore tongue twisters because they perceive saying the sounds as a game or challenge. Tongue twisters generally have the same phoneme repeated over and over again, which is quite hard.

#### 4. Using impromptu games

The teacher can create impromptu games that start off really easy to build confidence. Only get into harder impromptu games as the children become proficient public speakers. Impromptu games are great to help children learn to think on the spot. The teacher believes the fear of public speaking comes because we are scared we won't know what to do if we make a mistake. We are scared that everything is just going to fall apart. But, by teaching kids to think on the spot then we can start get over that fear.

#### 5. Secret Message

This well known game is best played with a group of children from kindergarten onwards. Everyone sits in a line or circle and the first person whispers a short message to the next person in line, with the message then being passed from person to person in whispers along the line or around circle. The last person announces the message they have heard to the whole group and everyone has a

good laugh at how message had invariably changed as it has been passed along.

## 6. Alphabet Chain

Choose category and take turns naming an item that fits the category following the sequence of letters of the alphabet. So the first person chooses a word starting with a, the second person a word beginning with b, the third person with c, etc. The category can be anything at all - animals, countries, names, superheroes, etc.

### e. Possible strategies in dealing with the disruptive behaviour students

In most of the schools of our country, whether private or public, there are more than 35 students in the same class. It is the duty of the single teacher to control them and to deliver the lesson plan effectively. But, in the school commonly occurred there are also students whom has disruptive behaviour which can affect the teaching and learning process. To cope with this situations these are possible strategy:<sup>29</sup>

#### 1. Have a sense of humor.

In the classroom, you have to have a sense of humor. If you do not, the kids will not like you and you will not like the kids because there will be a disconnect. Using a sense of humor is the best way to disarm a bad situation. You also have to be careful with your sense of humor. If you carry it too far and students do not understand their limits, you could have a potential rough class who

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<sup>29</sup>Holland, Susan, “Strategies for teachers: How to deal with disruptive behaviour class”, 2016. <https://owlcation.com/academia/10-teaching-strategies-for-a-disruptive-class>(accessed June 28,2017)

thinks you are a clown who can be a push over. Dispel this notion by constantly giving the kids guidelines. Once they have the guidelines for classroom behavior, they will “get” your sense of humor.

2. Send the first disrupter to the hall and the second to the office.

In the beginning of the year, you must set the tone. If they are going to make trouble in my class, I give the first warning, “The first one goes to the hall and the second one goes to the office.” There are usually at least two pushing the buttons many times together. You must follow through with the threat so they know you mean business. When you show them in the beginning of the year that your objective is to teach them and not babysit them, they get the message quick. Students love to test teachers. Not because they are “bad” but because they are kids. Try to remember your own school days so you can relate to them before it is irreparable. When you send a kid to the hall, make time to discuss the problem clearly. Some students, even in high school, do not understand why they are being disciplined. Make it clear in a way that lets the student know you want their success. The same goes for if you send a student to the office. Find a time to discuss what happened to lead to the discipline.

3. Taking Charge

Start by taking charge of the classroom. Someone needs to be in charge. If you do not take charge, the children will. Walk confidently. Speak with poise and confidence and believe in yourself and your ability to control the classroom. Children can feel when

you are frightened and unsure of yourself. You may have to practice speaking in front of a mirror until your voice is strong, firm, and filled with positive expectations. Do this over and over again. You can also tape record yourself while talking to children. Afterward, as you listen to the tapes, ask yourself, "Would I listen to me? What can I do better?" Practice, practice, and practice some more.

#### 4. Fun Atmosphere

The more fun you have, the more fun children will have. They will want to pay attention to you because they are excited to see what you will do next. Your enthusiasm is more contagious than a cold. It is infectious. The truth is that any mood you have is contagious, so it is really important that your mood is filled with joy for teaching.

#### 5. Silence Game

This is a method first devised by Maria Montessori when she was working with young children in the slums of San Lorenzo, Italy. She used it to teach them the power of silence. It worked then, and it works now. Here's how to do it. Tell the children that you will be asking them to close their eyes and listen. It will be for less than a minute. When they open their eyes, ask them to name all the sounds they heard. They generally will hear the air conditioning or heating vent, other children breathing, and noise in the hallway. The next day, do it again for a few seconds longer. Every day, do it longer and longer. It is amazing the sounds they start to hear that they never heard before. This game sets the tone for teaching children the value of silence. Some of them never experience silence. They



go home, and their television sets are always on. The television is even on when they go to sleep. They have grown accustomed to noise rather than silence. That is one of the reasons they chatter. With this game, you are teaching them to be still and enjoy the silence. It is a skill that will last their entire lifetimes.

#### 6. Talking Without Sound

The teacher can have a special time each day when children can talk to each other without words. They make gestures, but no words. Children look forward to this special time that is generally held at the end of the day as a fun time. You can use it at other times too, whenever you think the noise level is getting loud.

#### **f. Possible strategies in providing English teaching aids**

The teacher can use a variety of teaching aids, these are the example of teaching aids:<sup>30</sup>

1. The blackboard/whiteboard is a very useful teaching tool. Dont forget it. Visual learners really appreciate it.
2. Auditory learners often appreciate TV, movie, CD, and audio device.
3. The teacher can use their own body or the student's body gestures to help the teaching more interesting and clarify different items.

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<sup>30</sup> Rohmah, Zuliati."Teaching English Joyfully".(Malang: CV Bintang Sejahtera, 2012), 25.

## B. Previous Studies

The topic discussed in this research has been conducted for a long time. Therefore, the researcher provides the report of previous studies below in order to give clearest picture of the differentiation among the existence research:

1. Ramadhani, Putri. *Teachers' Problem in Teaching Speaking to Young Learners*<sup>31</sup>

This study aims to investigate the teachers' problems in teaching speaking to young learners at Jasmine Education Center. Those problems were gathered from observation and interviewed the teacher in order to investigate the teachers' problems in teaching speaking to young learners, the researcher used qualitative study to gather the data in this research. The researcher observed the problems found on two English teachers at Jasmine Education Center. The researcher followed the observation guide from Bryne.

Additionally, an interview was intended to find out the teachers' answers in order to know teachers' problems in teaching speaking to young learners. The interview guide was taken from Kayi. The classroom observation showed that the problems found related to class management which were response towards learners and proper environment in teaching and learning process. The answers of the interviews, the researcher found that the teachers' problems in time prediction in teaching, the way the teacher commented students' mistakes and lack of ability in analyzing students' difficulties in learning. In conclusion, the researcher successfully found the problems on the teachers in teaching speaking to young learners in Jasmine Education Center.

2. Hashemi, Masoud and Azinezhad, Masoud. *Teaching English To Children: A Unique, Challenging Experience For Teachers, Effective Teaching Ideas*.<sup>32</sup>

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<sup>31</sup> Ramadhani, Putri, "Teachers' problem in Teaching Speaking to Young Learners."

This study conducted to find the proper method to teach English to young learners and to find the characteristics of language teachers who teach to children. The finding of this study of the proper method for teaching English is using TPR. TPR is a method of teaching language based on the premise that human brain has a biological program for acquiring any natural language on earth including the sign language of the deaf. The process is visible when we observe how infants internalize their first language. It has been used successfully with students who are learning second language. When TPR is used at an English class, the teacher gestures, models, and says the commands to the students and the students respond by imitating the teacher. and the characteristics of of language teachers who teach to children are must be energetic and patient, must love children, must pay attention to individual differences, must know the techniques of teaching, must respect children as human.

3. Thomson, Stefan. *Teaching Young Learners: Adapting the classroom for YELL*.<sup>33</sup>

This study has examined the issues with teaching YELLS, and how they differ from older learners. The main three ways the classroom needs to be adapted for young learners is through motivation, task-based activities that relate to students' lives outside the classroom, and application of textbooks and accompanying materials. These are discrete, yet related issues. Interesting materials can improve motivation, tasks can supplement textbooks, and everything is improved with increased motivation. The issues discussed can be used to plan lessons and syllabuses that will engage younger learners. Designing lessons that keep in mind the YELLS interests and ability to process information will lead to successful learning that will hopefully continue as they get older and progress in their studies.

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<sup>32</sup> Hashemi, Masoud & Azinezhad, Masoud. "Teaching English to Children: A unique, Challenging Experience for Teachers, Effective Teaching Ideas".

<sup>33</sup> Thomson, Stefan. *Teaching Young Learners: Adapting the classroom for YELL*

4. Delija, Sphresa. *Challenges to EFL Teacher Education in Albania*<sup>34</sup>

The study conducted in Albania through questionnaire for one hundred fifty students majoring English language education. The study show that picture of EFL teaching is complex and difficult to grasp mainly because of the wide variety of factors that have interacted in the last twenty years in terms of educational reform, curriculum renewal and societal conditions. The most important change that has taken place in the change of belief about the expectations of learners and role of the teacher. in this process is the need for a sound pre-service education. Pre service teacher education is an essential step in the lifelong teaching/learning process. It gives to future teachers the necessary tools to turn them into effective and thoughtful professionals. Developing as a professional language teacher is much more than being an expert in the language and helping others learn such language. If EFL teachers are to be skillful teachers able to use teaching approaches that best suit the social context of teaching.

5. Akbari, Zahari. *Current challenges in teaching or learning English for EFL learners: The case of junior high school and high school in Iran.*<sup>35</sup>

This study conducted the problem of EFL Learners. One of the major problems of language learning in Iran is that the most of students do not have the capacity to express themselves in the foreign language fluently after studying English at Junior and high school for seven years. In the other word, they can not communicate in English. The researcher tried to examine the reasons behind the failures of the Iranian students to acquire the expected level of proficiency in English

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<sup>34</sup> Delija, Sphresa. *Challenges to EFL Teacher Education in Albania*

<sup>35</sup> Akbari, Zahari. *Current challenges in teaching or learning English for EFL learners: The case of junior high school and high school in Iran.*

in spite of learning English for seven successive years. The problems appear into seven categories which constitute five important components of any education system (students, teachers, materials, teaching methods, and evaluation) and two other subcomponent (curriculum and policy) which are closely.

The previous studies above have similarity and different areas with this research. In this research, the researcher wants to know the teacher challenges in teaching English in Elementary school at second grades. Also, the researcher wants to know the teacher' strategies in dealing with the challenges. However, this research is the first research focus on second grade' teacher who teaches English in Elementary school.



## CHAPTER III

### RESEARCH METHOD

#### **A. Approach and Research Design**

In this research, the researcher uses qualitative approach. This study was designed to get information and description concerning with teacher's challenges to teach English at SDI Al-Muttaqin Driyorejo. Creswell states the qualitative approach is a research procedure that produces a descriptive data such as written and oral words of people or direct object.<sup>36</sup> In addition, Sugiyono divides

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<sup>36</sup> Creswell, John. Research Design. (Yogyakarta: Pustaka Pelajar. 2016), 253.

the method of research based on the level of explanation into 3 kinds; descriptive method, comparative method, and associative method. First, descriptive method means the research which observes the fact in detail. Second, comparative method means a study which aim at compare the same variable. The third is associative method means a study which aims at finding the result of the associative of variables.<sup>37</sup>

This researcher chooses descriptive qualitative method. The method is choosen because the focus of this research is to analyze the challenges in elementary school teacher in teaching their students and it is appropriate with the purpose of descriptive qualitative method.

## **B. Research Subject**

In this research, the research subject is the English teacher of Elementary school in SDI Al-Muttaqin, Gresik. She is Mrs. X. Mrs. X finished her undergraduate degree in English Education Department of Muhammadiyah University in Surabaya in 2014. She has been teaching English in this school since 2017 as new English teacher. But She has a lot of experience in teaching young learners. She has been teaching young learners 9 years. During her professional career, she had experiences in teaching English in three different schools. The researcher chose the teacher of English background study.

## **C. Setting of the Research**

### **1. Place**

The research was conducted at SDI Al-Muttaqin which was located in St. Raya Driyorejo No. 151 Gresik. The research was focused on challenges to teach English and the strategies in dealing with the challenges.

### **2. Time**

The research was done during 7<sup>th</sup> August - 11<sup>th</sup> September 2017. The observation was started from 7<sup>th</sup> August until 11<sup>th</sup> September 2017 in the class. The researcher

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<sup>37</sup> Sugiyono. Metode Penelitian Pendidikan. (Bandung: Alfabeta.2013), 7.

conducted the observation five times. It because the researcher wanted to get valid result. Five times observation would show the process of the teaching in naturalistic setting, provide more detailed and precise evidence, and stimulate change and verify that changed occurred.<sup>38</sup> The researcher also did the interview. The interview was done on 11<sup>th</sup> September 2017. The interview was done after school hour. By conducting the interview after school hour, it would not disturb the teaching and learning process.

## **D. Data**

There are two types of data to answer the problems in the field. There are primary and secondary data. The primary data in qualitative research are words and action, the secondary data such as documents to support the research. Those research explained in detail below:

### **a. Primary Data**

Primary data is data, which is collected by first-hand experience, or the researcher obtained directly from the source. The primary data of this research was the challenges that teacher faced when teaching English and the strategies in dealing with the challenges. This primary data were gained by observing and interviewing the teacher who teach English at second grade. In addition, to find the follow-up activity as result of the challenges faced by the teacher to teach English, the researcher gained the data by doing observation in the class using observation guideline (See Appendix 1), and interviewed using interview guideline for the teacher strategies in dealing with the challenges in teaching English in the class (See Appendix 2).

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<sup>38</sup>Waxman, Hersh C., and Huang, Shwu-Yong L. Classroom Observation Research and the Improvement of Teaching. (Barkeley, CA: McCutchan, 1999), 44.

### **b. Secondary Data**

Secondary data of this research is the video recording about the challenges that teacher faced in the class when teaching English, the video is from the first meeting till fifth meeting.

## **E. Source of Data**

The researcher had collected the data from primary and secondary sources. The primary source in this research was the English Teacher who faced challenges to teach English in second grade. In this research, the researcher found the challenges in teaching English through observing the teaching and learning process. And then the English teacher was interviewed by the researcher based on the questions in interview guideline. Then, the secondary sources in this research were the video when the teacher teaching English in the classroom.

## **F. Data Collection Technique**

The researcher used the data collection techniques to make the process of gathering data more clearly and data collection aims to get the data which are relevant and needed to accomplish the research. The data collection techniques those are used in this research were as follow:

### **a. Observation**

To support the data for answering the first research question, the researcher used observation. The researcher observed the teaching and learning process in the class, especially teacher challenges in teaching her students. The researcher was doing non participation observation. It means that the researcher just sits in the class to observe the teaching and learning process. From the observation report the researcher found out about the challenges to teach English in the class. The researcher will checklist the challenge based on the observation guideline and made notes. Based on the recommendation of the lecture, the researcher was doing observation about five times.

### **b. Interview**



Creswell states that interview is situation in which researcher sets out the elicited information. The researcher can do face to face interview with the participant or by the telephone to communicate.<sup>39</sup> In this research, the researcher used face to face interview to answer the second research question. The researcher interviewed the English teacher. The researcher asked some question about the strategies in dealing with the challenges and the researcher made notes and record the teacher's responds in answering the researcher questions.

Research Question	Data Collection Technique	Research Instrument
RQ 1	Observation	Observation Guide
RQ 2	Interview	Interview Guide

## G. Research Instrument

The research instrument of this study applied by the researcher were observation checklist and interview guideline in order to collect the valid data.

### a. Observation Guideline

The researcher used observation checklist to gain the data to answer first research questions which is often uses in research to know the condition directly in the field of the research, and also the researcher wrote notes during the observation. The observation checklist adopted on Jeremy Harmer, Fiona Copland and Thakur Jyoti. (See Appendix 1). The researcher also using field note when observed in the field in order to help the researcher complete the observation checklist.

### b. Interview Guideline

The researcher used interview to gain the data to answer the second research question which is often uses in research to know deeper about the phenomenon. The researcher asked the respondent to answer the researcher questions through interview guideline. The interview guideline is adopted on

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<sup>39</sup> Creswell, John. Research Design. (Yogyakarta: Pustaka Pelajar, 2016), 194.

Jeremy Harmer, Fiona Copland, Nada Mohammed and Thakur Jyoti. (See appendix 2) The researcher also used field note to write the answer between the researcher and the teacher in order to avoid incompletely or forgotten data during interview.

## H. Data Analysis Technique

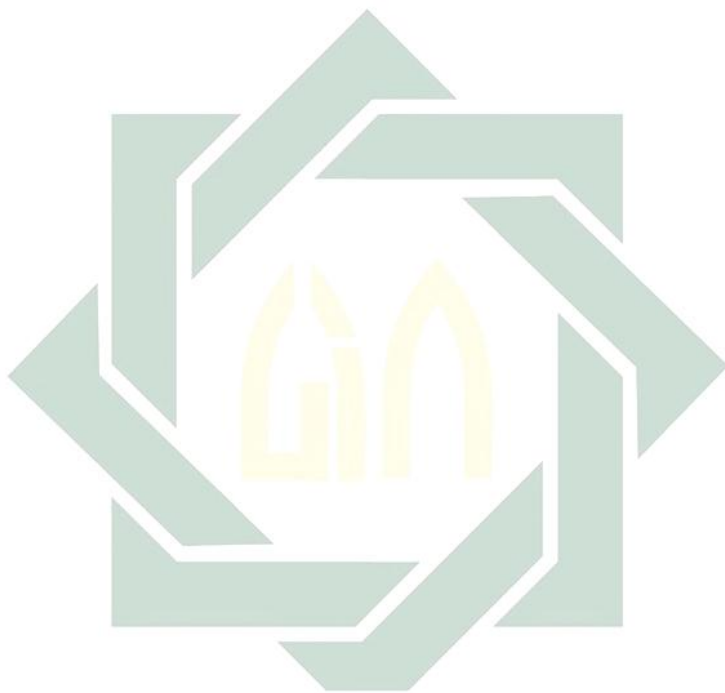
In data analysis technique, this research used descriptive analysis. It means that the data as analyzed and described narratively.

1. First, the researcher analyzes all of the result of observation in the class. The researcher collected the observation guideline from the first meeting and until the fifth meeting. The researcher checked the observation guideline which contains checklist and notes about the challenge that teacher faced in the class when teaching English. The researcher classify the challenges were faced by the teacher from the first meeting and until the fifth meeting. The researcher choose the challenge which appear many times from the first meeting until the fifth meeting. For the interview the researcher collected the data from the interview guideline which contains notes from the interview between the researcher and the teacher. Then, The researcher summarized the interview about the strategy in dealing with the challenges.
2. Second, when all of the data were collected, the researcher started to describe the findings and all of the data narratively. The description that was made by the researcher was based on the data collected from observation and interview.
3. Third, the researcher analyzed the findings against the theories from the theoretical framework. The analysis was more focused on teacher' challenges to teach English. Then the researcher compared the challenges faced by the teacher with the criteria presented in theoretical framework to know whether the teacher face same challenges and strategy stated on the theoretical framework or not.

## I. Research Stages

The researcher had the following stages in doing the research:

1. First, the researcher made an appointment with the research subject that is the English teacher of SDI Al-Muttaqin about the place and time to have an observation was done five times.
2. The second, after making an appointment, the researcher prepared the instrument of the research that is Observation guideline. Then, the researcher observed the challenges that occurred during the teaching and learning process in the class about five times. In this step, the researcher also asked the teachers' permission to record all of the activity between students and the teacher in the learning process.
3. The third, after the observation was done. The researcher did interview with the teacher about the strategy in dealing with the challenges to teach English. While asking questions, the researcher recorded the interview process using the recorder and wrote some notes from the answers. Recording the interview process was so much useful for the researcher because the researcher could not write as fast as the research subjects answer. It was also as anticipation to some statements that were missed.



## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the researcher presents her results of her study by presenting two major subheadings concerning findings and discussion. The data is presented based on the research questions.

#### A. Research Findings

##### 1. Challenges Faced by Elementary School's Teacher in Teaching English at SDI Al-Muttaqin

To obtain data of the first question "What are challenges faced by elementary school's teacher in teaching English at SDI Al-Muttaqin?". The researcher used observation checklist to observe the teacher' class five times meetings, in which it consisted of eight items. This observation was adapted from Jeremy Harmer, Thakur Jyoti and Fiona Copland. To answer the question the researcher need to come in the class to observe the teacher in teaching her students. The observation notes can be seen in Appendix 3. The following explanations are the results:

##### a. The Course Book

The researcher found that the teacher did not find any challenge to obtaining or using the coursebook. Actually, the teacher used two kinds of book. The first book is from Mary Tomalin and Ken Wilson and the title is You and Me book, the second book from MacMillan English practice book.

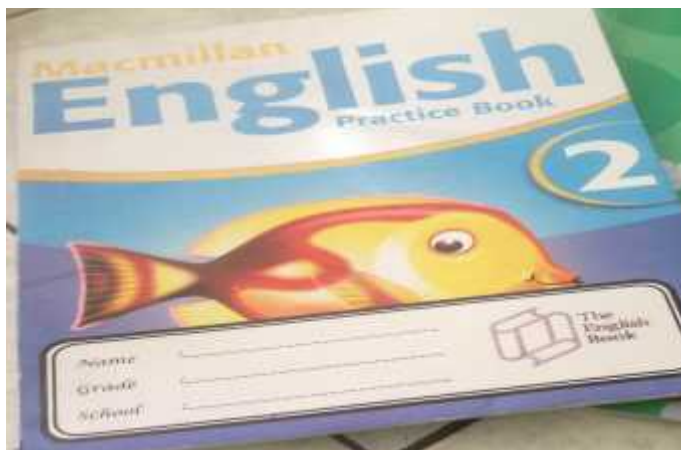
The teacher is the first reader, when the teacher started to teach the students using the textbook, the teacher always reads the textbook first to the students to give the information from the book. The teacher also used two languages which are Bahasa Indonesia and English in order to help the students understand about the teacher's instruction and the vocabularies that they were learning

with the teacher. The teacher also asked questions to the students what they did not understand about the materials inside the textbook, if there was student that did not understand she would explain what the students did not understand not only to the student whom asking but also to all students in the class. The book titled “You and Me” contains basic English skill such as Greeting and Favorite foods which is appears in the daily life, and the point plus of the book is provided in colorful book. The teacher obtained the colorful book in order to make the students interesting because they are young learners whom love colorful picture. The second book is English practice book from Mac Millan the books contains the materials which are supporting for their grammar construction. She taught the simple grammar materials such as preposition and personal pronoun.

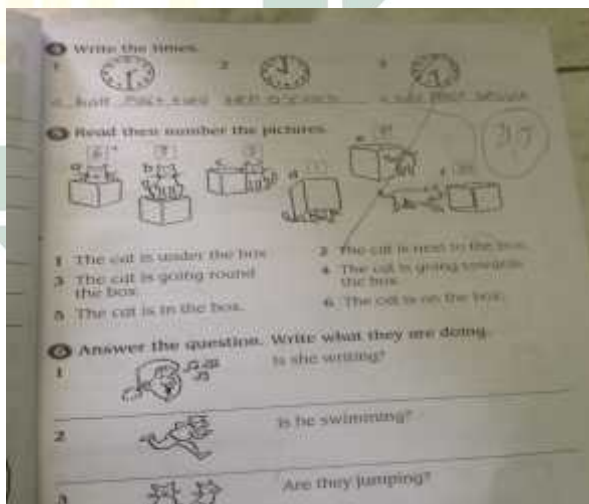


#### 4.2 Picture of the English coursebook' content

The teacher also provided and used another book from MacMillan English practice book.



4.3 Picture of the English coursebook



4.4 Picture of the English Content in MacMillan Practice book

The teacher also provided worksheet created by the teacher herself to strengthen students remembrance in memorizing the learned materials.



4.5 Picture of the English Worksheet created by the teacher

#### **b. Recognizing the Students' Names**

The researcher found that the teacher did not find any difficulties in recognizing the student's name during the process of teaching and learning. The teacher already knows students' names. The teacher also really remembered and paid attention to the students with disruptive behaviour. The teacher remembered the students' name within two weeks in the first month of her teaching. She checked the attendant list before she began to teach. When the teacher gave oral questions related on the materials she called some students' name to answer her questions. She also called the student's name when they did not pay attention to her explanation. The teacher believe that if she did not know her students' name, the students will only become anonymous members of class. Knowing and using a name acknowledges each person as individual.



SEMESTER : I		Th. PELAJARAN : 2017 -	
NO	NAMA SISWA	KI	
1	Adam		
2	Ais		
3	Alm		
4	Dev		
5	Fakhri Nugra		
6	Gavriel		
7	Gugus Pebriantagal		
8	Haq		
	Kennia Daisa Akmal		

4.6 Picture of name list using for remembering students' name

### c. Respecting the Students

The researcher found that teacher faced difficulties in respecting her students during teaching and learning in the class. The teacher could't respect students with disruptive behaviour, respect the students with disruptive behaviour is a big problem for the teacher. The teacher could't be patient, many times the teacher screamed and hit the students. Some students felt demotivated to learn when the teacher did not respect them. Saying demotivated words was chosen by the teacher than using golden words to admonished the students. The teacher also can't respect the students when the students were doing their works because the teacher was playing with her mobile phone rather than controlling the students.



4.7 Picture of demotivated student after harsh word from teacher



4.8 Picture of teacher using smart phone during the class going

**d. Being Even-handed**

The researcher found that the teacher faced challenge in being even handed to the students. The teacher couldn't pay attention to all students during teaching and learning because the teacher only stood up or sit in front of the students without controlling to other students while the other students wanted her attention to answer their questions. Some students called the teacher during the lesson but the the student's did not get the answer to what they want to hear from the teacher. The teacher also only talked with the talk active ones. Respond to all students during the learning process is difficult for the teacher.



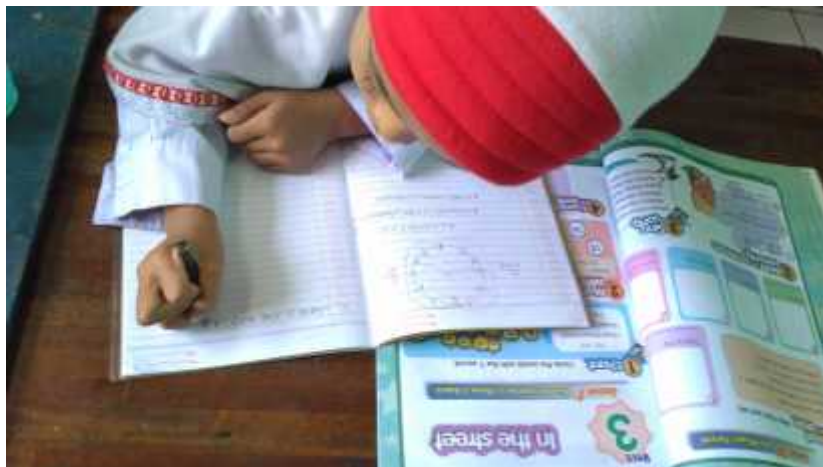
4.9 Picture of teacher only stand up in front of the class while teaching



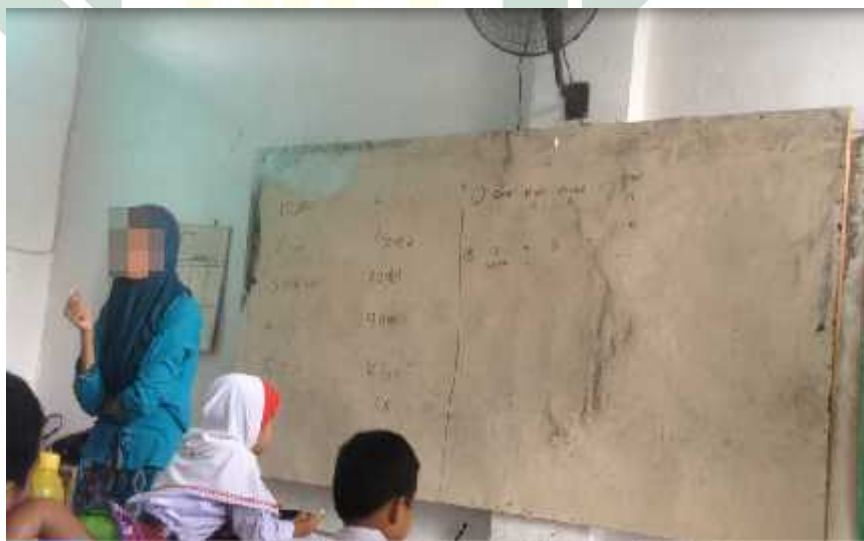
4.10 Picture of teacher only sitting in front of the class while teaching

**e. Teaching writing**

The researcher found that in the teaching writing the teacher did not find any challenge, the teacher taught the students to write by using straight copying through the whiteboard, the teacher gave example by writing the vocabularies or sentences in the whiteboard then students have to write on their book. The teacher also instruct the students to write the vocabularies or sentences based on the coursebook to their workbook. The researcher found that the teacher always teaches students writing when the researcher was doing observation five times.



4.11 Picture of student write using straight copying from coursebook



4.12 Picture of student using straight copying from whiteboard

**f. Teaching Speaking English**

The teacher faced challenge to teach speaking, the teacher used drilling to teach speaking to the students and repeating sentences which is very basic in the daily life. But the students often found difficulty to say the right pronunciation and silent to say the sentences. The teacher understood in this situation because she believe that her students still in the process to construct their ability to speaking English. The students often used their first languages during the learning because they had limit vocabularies.

**g. Disruptive Behaviour**

The researcher found that the teacher faced challenge of disruptive behaviour students when the teacher explained the materials during teaching and learning process. The teacher faced three kinds of disruptive behaviour. The first disruptive behaviour was prolonged chattering, when the teacher inattentive during the learning and teaching process the students would be so crowd they would have conversation with their friends beside them or behind them. The second was the students doing confrontation, the students would be showing dominance not in a good way such as copy cat to the teacher' words and they wanted attention from the teacher. The third the students was disengagement to the teacher explanation, when teacher was delivering the materials but the students were day dreaming. When the students were day dreaming or demotivated then the teacher chose to ignore the students rather than giving them attention.



4.13 Picture of small cliques students; disruptive behavior

#### **h. Providing Teaching Aids**

The researcher found that the teacher found challenge to provide teaching aids to the students. The teacher only used the blackboard as teaching aids. All the materials which need the real media were not provided by the teacher. Nowadays, there are so many technologies that support the English learning process. But the teacher found that the class she taught is low tech resources.



4.14 Picture of teacher only using whiteboard as teaching aid

## 2. Strategies in Dealing with the Challenges

### a. Strategies in Dealing with the Course Book

The teacher did not find any challenges with the course book because the teacher were feeling helpful by the books that she used in the teaching and learning process. The teacher also provided worksheet by herself which can be strengthen the students' understanding for the teaching and learning process.

### b. Strategies in Dealing to Recognize The Students' Names

The teacher used class list to recognize the students name in her class. She was remembering the student's



name in two weeks of the first month in teaching her students. The teacher called the students using the name list to checked the students' attendant.

**c. Strategies in Respecting The Students**

The teacher was angry with the students especially disruptive behaviour students because of the students couldn't respect her as a teacher and the students who did disruptive behaviour can't respect their friends whom also learn in the class. But the teacher tried to respect the students all the way her students did. She would admonish the students in the good way first by telling the students not doing disruptive behaviour again. The second case the research found that the teacher played smart phone during teaching and learning process. The teacher confess that the teacher was doing it to updated the news from another teacher from the school, because there often happen a sudden meeting with the school staffs.

**d. Strategies in Dealing with Being Even-Handed**

Being even handed in the teacher' perceptive is being fair in giving the materials to the students. She confirmed that she had already being even handed to the students by giving the students same materials. The teacher did not divide the students worksheet by their ability. The teacher said that all the students has the same chance which is reflected on the same materials and same worksheet.

**e. Teaching Writing**

The teacher used straight copying to teach writing to the students. The teacher used the vocabularies and the sentences in the course book, the teacher asked the students to write repeatedly in their workbook. The teacher always gives writing task to the students every meeting in order to students not only read but also write to strengthen their memory. Not only from the coursebook the teacher also gave the student new vocabularies and new sentences which are different from the book by write

it in the whiteboard and instruct the student write repeatedly.

**f. Teaching English Speaking**

The teacher used drilling to teach speaking to the students and repeating vocabularies and sentences which is very basic in the daily life. Every words that they were learning must saying by the students that day. The teacher said the vocabularies and sentences loudly so the the students listen clearly to the vocabularies in order to prevent the students said the wrong pronunciation, when the teacher found students said wrong pronunciation of the vocabularies or sentences she would ask the student to repeat until the students speak correctly. The teacher still on the process to build the student's speaking skill.

**g. Disruptive Behaviour**

The teacher used three kinds of strategies in dealing with the students disruptive behaviour. The teacher used the marker to draw in the students' hand while they were crowded and disturb their friends. The second is the teacher used punishment of standing in front of the class for the students. The last strategy when those two strategies failed is the teacher reduce the students' score and calling their parents to the office.

**h. Provide Teaching Aids**

The teacher confessed that in her class there were not many teaching aids to teach students in this modern world. She faced difficulties when she had to introduce the new vocabularies to the students because the real media was so limited. She relied on the course books which are in the course books there are picture that the students can see the words that they are learned through the pictures. Besides the books that really helpful for her in teaching, the teacher also used the blackboard she used the blackboard maximally: She drew pictures and explained the materials through the whiteboard and one of the most powerful thing that also help her while there is

no teaching aids is the teacher it self. She use his voice to substitute the radio or DVD player while she was delivering worksheet of listening. She use her body language to help make the teaching more interesting and clear.

## **B. Research Discussion**

### **1. Challenges Faces by Elementary School's Teacher in Teaching English at SDI Al-Muttaqin**

In this section, the researcher discusses those findings by reflecting on several theories. It discusses about the teacher's challenges and the strategies in dealing with the challenges. Based on the definition of challenge that had been mentioned in the key term, challenge means something difficult which requires great effort and determination, something that tests strength, skill or ability. The researcher identified eight challenges according to Jeremy Harmer, Fiona Copland, Thakur Jyoti that were faced by the teacher to teach English in SDI Al-Muttaqin Driyorejo, and those challenges are the course book, recognizing the students' names, respecting the students, being even handed, teaching writing, teaching speaking, disruptive behaviour and teaching aids. Not all the challenges were faced by the teacher.

The first challenge according to Thakur Jyoti is obtaining and using the textbook, he stated that the textbooks of English is difficult to find, the textbooks of English that mostly used in India are edited or written by those who are not actual practicing teacher. Moreover, no effort is made to select vocabulary for use in the text books.<sup>40</sup> However in the school where the researcher conducted the research, the teacher did not find such challenges in obtaining or using the textbooks ever, the teacher used two kinds of book, the first textbook entitled You and Me which is very colorful in order to make the students interested. According to Ersoz the children between seven to nine years old; they love stories, fantasy, drawing and

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<sup>40</sup> Thakur, Jyoti.(2013) Challenges and Prospect in Teaching English at Elementary School Level. India: Chitkara University,.p.127

colorful pictures.<sup>41</sup> In addition to providing good textbooks for the students. The teacher provides printed worksheets in order to facilitate students' in memorizing the learned materials. To be a qualified teacher of English, a teacher should be able to facilitate students learning English, not only the good textbooks.<sup>42</sup>

The other challenges that appear in the classroom according to Harmer are recognizing the students' name, respecting the students and being even handed. The researcher explains one by one to help readers to easily understand what the researcher discusses about.

The second possible challenge is recognizing the name, Harmer said that it is extremely difficult for teachers to know their students' names, especially at the beginning of a term or a semester. In the real field where the researcher conducted the study, the teacher was able to remember the students' name in the first two weeks of her teaching by calling their name every time before starting the class. After that, the teacher did not face any challenge of recognizing the name nor mistook to call her students by other names. The teacher used a name list to recognize the students' names, this strategy is stated also by Joan, she said further that a teacher has to find easy strategies to learn students' names if the teacher already knew the names, remembering their face was relatively simple.<sup>43</sup>

The third challenge is respecting the students. Respect is vital when the teacher deals with any kind of problem. The teacher might face a challenge in treating the students.<sup>44</sup> As good teachers, the teacher must respect the students because a teacher is a role model for their students; the teacher's words

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<sup>41</sup> Ersoz, A. *Teaching English to Young Learners*. (Ankara: EDM Publishing, 2007), 3.

<sup>42</sup> Mustafa, Bachrudin. *Teaching English to Young Learners in Indonesia: Essential Requirements*. (Indonesian University of Education, 2010), 122.

<sup>43</sup> Middendorf, Joan & Elizabeth Osbor. *Learning Student Names*. (USA: Indiana University, 2012), 3.

<sup>44</sup> Harmer, Jeremy. *The Practice of English Language Teaching*. Fourth edition (USA: Pearson, 2009), 113.

must be golden and the teacher must avoid being angry and resentful behaviors, keep emotional distance by taking a deep breath while responding to unwanted behaviour.<sup>45</sup> But in the real field when the researcher conducted the study, the teacher was not like such ideal role model. The teacher lost her patience, she was angry and said *demotivated* words to the students especially to misbehave's students. The teacher hit the eraser against the desk in order to represent her anger. When the researcher asked to the teacher about this challenge, the teacher said that she always try to respect the students all they way her students did, yet, in the reality what was shown when the students did not listen her, the teacher became angry and couldn't hide her anger. As a good teacher, the teacher must respect their students, they must never take mis behaviour personally.

The forth challenge stated by Harmer is being even handed. He said that the teacher should draw out the quiet ones and control the more talkative one, the teacher may face challenge in understanding this situation.<sup>46</sup> The researcher found that the teacher also faced this challenge. The teacher could't even handed to the students. The teacher only focused to the students in front of the class. The teacher only talked with the talkative ones. When the teacher was not being even handed it means that, she has left her role as a tutor and as a controller. As tutor and controller mean in the learning activity, the teacher went round the class and gave guidance as individuals or groups to help the students by approaching and prompting the students with ideas while they did not understand about the teacher's explanation.<sup>47</sup> Students expected an instructor to treat everyone in the class equally. In dealing with the challenge of being even handed the teacher gave the same task to the students without thinking in what

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<sup>45</sup> Scott, Wendy and Lisbeth H. Ytreberg, "Teaching English to Children" (USA: Pearson Education Limited, 2004), 87.

<sup>46</sup> Harmer, Jeremy. The practice of English Language Teaching Fourth edition (USA: Pearson, 2009), 113.

<sup>47</sup> Harmer, Jeremy. The practice of English Language Teaching. Fourth edition. (USA: Pearson, 2009), 108.

extent they were learning because every children has the same chance to learn.

The next challenge faced by the teacher were teaching writing to her students. According to Fiona the challenge of teaching writing to the young learners is teaching children to write correctly.<sup>48</sup> But those challenges did not appear in the teaching and learning process that the researcher conducted. The teacher has already used the strategies of Wendy that is straight copying when the teacher ask the students to copy words. The teacher asked her students to copy words because copying is a fairly obvious starting point of writing.<sup>49</sup> The teacher asked the students to write based on their course book and teacher's examples on the whiteboard.

The most frequently identified challenge for the teacher according the Fiona is the teacher faced difficulty in making the students speak and persuade them to speak English, and also to make the students speak good, correct and perfect pronunciation.<sup>50</sup> The researcher found that such challenge also occurred in the school. The teacher faced such challenge in teaching speaking to the students. The students were found difficult to say the right pronunciation. The teacher also faced challenge a of the silent students, the students said the sentences with stuttering. The teacher would ask the students to repeat the sentences until they had clear and good pronunciation. Also, the teacher used the strategies of drilling the vocabularies. Through the drilling strategy, the teacher tried to enrich the students' vocabularies to say. The teacher also faced the students using their first language while in the process of teaching and learning English but the teacher could understand such phenomenon because she thought that her

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<sup>48</sup> Copland, Fiona. *Challenges in Teaching English to Young Learners: Global Perceptive and Local Realities*. (Aston University: Birmingham, 2013), 745.

<sup>49</sup> Scott, Wendy and Lisbeth H Ytreberg. *Teaching English to Children*. (USA: Pearson Education Limited: 2004), 69.

<sup>50</sup> Copland, Fiona. *Challenges in Teaching English to Young Learners: Global Perceptive and Local Realities*. (Aston University: Birmingham., 2013), 747.

students were still in the constructing process of their ability to speak English. Despite such condition, the teacher kept giving instruction in English. According to Mustafa, the teacher of English should use English all the time to ensure that children have relatively much exposure to English, English is being used for communicative purpose with their students in order to make successful role as a model in teaching English.

The next challenge faced by the teacher is disruptive behaviour, in every learning process that the researcher observed, the teacher always faced the challenge of disruptive behaviour. There are three kinds of disruptive behavior that teacher faced, they are prolonged chattering, confrontation and disengagement.<sup>51</sup> The students had small cliques who engage private conversation during the teaching and learning process. The second is the students tried to get their way or show dominance over the teacher by repeat the students explanation which is no need to repeated, or it can be called the students are copycat. The third is disengagement when the teacher explained the materials, some students were daydreaming or having their own world. The teacher used the strategies of punishment in dealing with the challenge of disruptive behaviour. In order to show the students' mistakes, the teacher had decided to write with a marker to the students' hands. When the students did not realize their own behavior then the teacher will asked them to stand up in front of the class. When it failed the teacher would reduce the students' score and called their parents.

The last challenge occurred is providing the teaching aids, the teacher confess that she had only whiteboard and book to help her teach her students. The teacher did not provide the teaching aids or teaching media because she couldn't do that by herself. She need another teacher to make the media or provide the teaching aids for the students. Then, to solve this problem the teacher maximize her ability to speak, to draw and use gesture. The teacher also confirmed

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<sup>51</sup> Charles, C.M. Building classroom discipline. (USA: Pearson Education, 2010), 160.

that the textbook has already been so much help for the teacher because the textbooks provide a clear framework for the course. The course books also provides ready texts and learning tasks that are suitable for the language level of the class. This saves time for the teacher, who does not have to prepare texts materials on her own. The coursebook also provides guidance and support for inexperienced teacher, who are unsure of their knowledge of the language or teaching skill.

## 2. Strategies in Dealing with the Challenges

There are eight kinds of challenges faced by the teacher when the teacher taught the students. The first challenge is the appropriateness of the coursebook. But the teacher did not find any challenge of the coursebook. The teacher used two kind of book. The teacher found easily used and obtain the coursebook. The teacher also provided printed worksheet to strengthen the student' remembrance.

The second is the challenge to recognize the students' name. The teacher did not find challenges in recognize the student's name. The teacher already applied the strategy to remember the student's name. She used namelist to remember the student's name. The teacher called the student's based on name list before the learning began.

The third challenge is respect the student. But in the reality , the teacher did not have strategy in dealing with the challenge of respecting the students. As a good teacher, the teacher should have the strategies in dealing with the challenges. The teacher can use the strategies according to Michael, the first is the teacher's words must be a golden. The teacher must be the one person who the students can trust them and the teacher must respect the students by avoiding angry



and resentful behaviour.<sup>52</sup>

The fourth challenge is being even handed. The researcher found the teacher faced challenge in being even handed. The teacher used strategy such as she did not differentiate between the low learners and fast learners. The teacher can also use the strategies based on Scott and Lisbeth, they are Impartiality where the students get an instructor to treat them equally by allow every students to dominate discussion. The second the teacher has to act in socially acceptable manner for every students that does not offend students' sensibilities.<sup>53</sup>

The fifth challenge is teaching writing. The teacher did not find any challenge to teach writing to the students. The teacher had already applied the strategy to teach writing by Scott and Lisbeth. The teacher used straight copying. The teacher asked the students to copy the words. It is an activity which gives the teacher chance to reinforce language that has been presented orally or through reading.<sup>54</sup>

The sixth challenge is teaching speaking. The teacher used drilling to teach speaking to the students and repeating vocabularies and sentences. In order to gain the interesting activity the teacher can use games for teaching speaking such as talking and writing box, tongue twister, impromptu games, secret message and alphabet chain which already stated by Eka Francisca.<sup>55</sup>

The seventh challenge is disruptive behaviour. The teacher used punishment to deal with the challenges. Such as standing up in the class, and reducing student's score. Besides

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<sup>52</sup> Linsin, Michael. 3 Simple ways to Earn Your Students' Respect., accessed November 7, 2017. <https://smartclassroommanagement.com/2012/10/13/3-simple-ways-to-earn-your-students-respect/>

<sup>53</sup> Scott, Wendy and Lisbeth H. Ytreberg, "Teaching English to Children" (USA: Pearson Education Limited, 2004), 87.

<sup>54</sup> Scott, Wendy and Lisbeth H. Ytreberg, "Teaching English to Children" (USA: Pearson Education Limited, 2004), 69.

<sup>55</sup> Fransisca, Eka. (2008). Teaching Speaking to Young Learners. Bandung: Indonesian University of Education..p.5

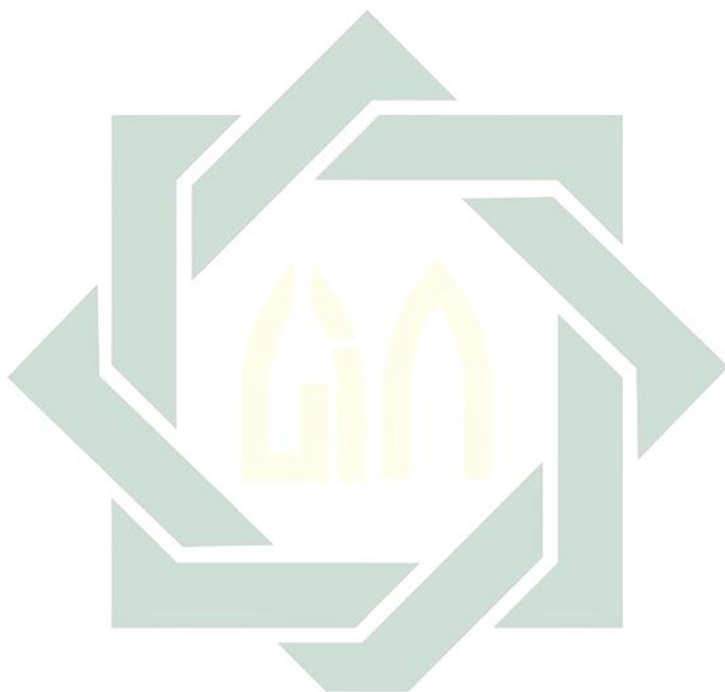
the punishment strategies, the teacher can use meaningful strategy and do it happily. The strategies to deal with disruptive behaviour can be a humor, which means the teacher has a sense of humor in order to gain the students' attention. But the teacher must also careful with her sense of humor. The teacher can also use silence game by Maria Montessori. The teacher tells the students to close their eyes and listen. When they open their eyes, the teacher ask them to name all the sounds they heard.<sup>56</sup>

The last challenge is provide teaching aids. The teacher found challenge in provide teaching aids. She used her ability maximize to deliver materials to cover challenge of teaching aids. She used the strategies which already state by Zuliati, such the teacher' gesture, student body's gesture and the blackboard or whiteboard to help the teaching activities.<sup>57</sup>

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<sup>56</sup> Holland, Susan, "Strategies for teachers: How to deal with disruptive behaviour class", 2016. <https://owlcation.com/academia/10-teaching-strategies-for-a-disruptive-class>(accessed June 28,2017)

<sup>57</sup> Rohmah, Zuliati."Teaching English Joyfully".(Malang: CV Bintang Sejahtera, 2012), 25.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion that summarizes the result of the study that has been explained in the previous chapter. Some suggestions are also given to some elements related to this study.

#### A. Conclusion

This study was expected to gain the answer of two research questions about kinds of challenges faced by the teacher to teach English in elementary school and the strategy to deal with the challenges. Based on the explanation presented in the previous chapter, the researcher concludes the answer of the research questions as the following:

1. The English teacher at SDI Al Muttaqin faced five challenges in teaching English. The challenges are:
  - a. Respecting the students; The teacher could not respect the students especially with the disruptive behaviour. The teacher hit and scream to the students.
  - b. Being even handed to the students; The teacher could not pay attention to all students during teaching in the class. The teacher only stood up or sit in front of the class.
  - c. Teaching Speaking; The teacher found the challenge of teaching speaking. The students were silence and said wrong pronunciation.
  - d. Disruptive behaviour students; The teacher faced challenge in dealing with disruptive behaviour students. She faced 3 kind of challenges. They are prolonged chattering, confrontation and disengagement.
  - e. Teaching Aids; The researcher found that the teacher faced challenge to provide teaching aids. The teacher

- only used blackboard as teaching aids.
2. The strategies used by the English teacher at SDI Al Muttaqin in dealing with the challenges are:
    - a. The teacher tries to do her best in Being even handed to the students such as she does not differentiate between the low learners and fast learners students.
    - b. The teacher uses drilling to teach speaking to the students and repeating vocabularies and sentences which is very basic in the daily life.
    - c. The teacher uses punishment to deal with the challenge of disruptive behaviour students. Such as standing up in the class, and reducing the student's score.
    - d. The teacher maximize her ability to deliver the material to cover the challenge of authentic materials.

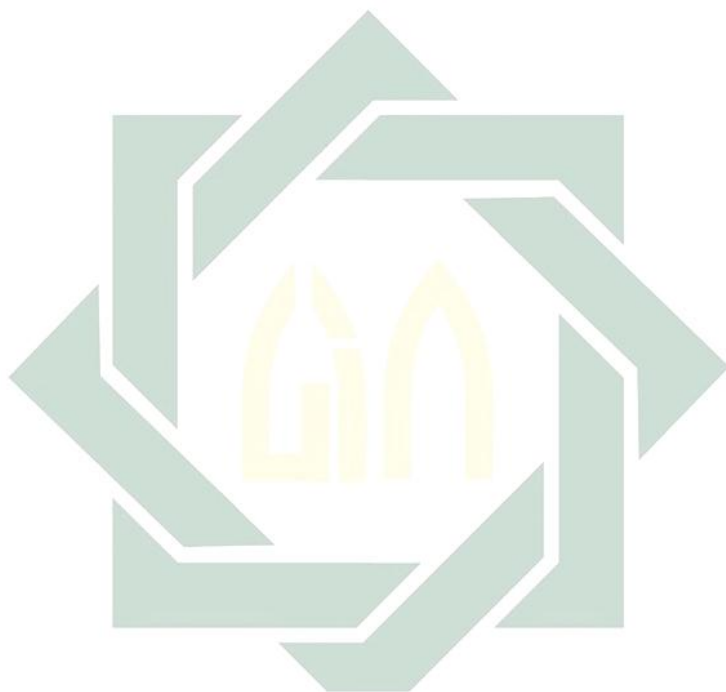
## **B. Suggestions**

Related to the result of the study, the researcher provides some suggestions as the following:

1. For English teacher
 

Being a teacher is not always easy. Some teachers may faces more challenges in their classroom. As a teacher, faces a challenge is not always bad. There is always way to deal with the challenge. Actually there are so many in this research that can be useful for the teacher, the teacher can use any strategy that have already mentioned which can help the teacher faced the challenge. For the example, when the teacher faced challenges of speaking the teacher can read how to deal with those challenges of speaking. The teacher can uses talking and writing boxes, impromptu games and alphabet chain. When the teacher faces challenges of disruptive behaviour, the teacher can create fun atmosphere or play silence games.
2. For the further research
 

The next researcher that wants to do a study on more innovative approaches in dealing with difficult classes to teach English in Junior High School and the strategy to deal with the challenge.



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