

## CHAPTER IV

### RESULTS AND DISCUSSIONS

In this chapter, the writer intends to discuss the analysis and interpretation of data regarding the challenges and strategies that often occur when teaching English to the first year students. The writer analyzed data based on related theories using descriptive analysis method. The writer has observed and interviewed four English teachers in three different primary schools.

The English teachers who participated in this research were four English teachers who teach grade one. Each school was represented by one English teacher, but there was one school represented by two English teachers. In this chapter the writer describes the results of the interviews and the observation to answer the research questions.

Based on the interviews and observation, data on challenges and the strategies to overcome the challenges were collected. The challenges are (a) student's boredom, (b) student's different attention, (c) students' persistence to use their first-language, (d) students' difficulties in pronouncing English words, and (e) students' disruptive behavior. The following are the kinds of challenges and the strategies teachers make.

#### 4.1. Student's Boredom

For the respondents, boredom shown by the students is one of the common problems that may occur in teaching English. In this research, all respondents said that their students experience boredom in class.

Based on the interview with teacher A (*see appendix I*), the writer has found that the common challenge that she faces in her class is how to deal with students who are getting bored in class. In order to solve this problem, she applies a strategy to overcome it. When her students are getting bored, she invites the students to play games. In the interview, she mentioned one example of games. That game is “guessing game”. She has to write a topic on board that is related to the material, e.g. animals. Then, she has to think of an animal name. Hence, she mentions the characteristics of the animal and the students have to guess the name of the animal in English.

However, based on the observation, the writer has found that when some students who were bored and did not listen to the teacher, the teacher just continued her lesson. She did not ask her students to play a game. The writer sees that the strategy she mentioned is not applicable (*see appendix I*). It is possible that the teacher's strategy to fight student's boredom by playing game is not applicable because the teacher needs to catch up with the materials.

Different from teacher A, teacher B has stated that most of her students get bored when she just writes the material on the board. She has

claimed that her students are the type of students who prefer visual learning (*see appendix II*).

As an English teacher, teacher B said that she must prepare interesting materials before teaching her students. Because her students like learning English through pictures or something that they can see, she always prepares drawings that are related to her lesson (*see appendix II*).

However, based on the observation, the writer has found that teacher B has not always brought pictures. The writer did observation twice. In the first meeting, the teacher brought pictures, but in the second meeting, she did not bring pictures. She only drew on the white board when she needed to draw. The writer observed that even without using pictures, the students learnt well. It means that using pictures has no real effect on the students' learning attitude.

The next interview is with teacher C. Teacher C mentioned that some of her students like doing something else such as playing with their pencils, drawing pictures and moving around the class during the teaching-learning process. She has reflected that when her students do those activities, it means they are bored (*see appendix III*).

In the interview, to overcome the students' boredom, teacher C mentioned a strategy to deal with it. What teacher C does is almost the same with what teacher A does. Teacher C has claimed that she invites her students to play games, do group activities, and sing a song. For her, this

strategy is quite effective in her class to attract the students' attention (*see appendix III*).

Based on the observation, the writer found that teacher C did the strategy she mentioned. The writer saw that the teacher asked the students to sing a song before starting the lesson. However, when the writer observed her class, the writer did not see her asking her students to play games. She just asked her students to sing a song in the beginning of her lesson, and then continued to the material.

Then, teacher D stated that the students get bored when they find the materials too difficult. It is when the students absorb themselves in other activities. In the interview, Teacher D mentioned some strategies to tackle her students' boredom. First, she mentioned the same strategy as teacher B's. That strategy is that she has to prepare pictures to simplify the lesson so that her students will easily understand what she teaches. For her, the using of pictures makes the students able to remember and visualize the lesson she teaches. The second is other than using pictures in her lesson, she invites the students to play games (*see appendix IV*).

Teacher D's strategy is also undertaken by teacher A and teacher C as seen in the previous discussion in which they ask their students to play games to overcome their students' boredom. The interview shows that teacher D assumes that kids like to play so that she asks the students to play while learning. She usually finds references of games on the internet and

then applies it on her lesson. Next, she says that she does not only use pictures in her lesson and invites the students to play games, but she also asks the students to sing a song (*see appendix IV*).

On the observation, the writer saw that the teacher teaches using pictures when she explains vocabularies. The writer thought that using picture can help to explain the meaning of something without the need to translate them. However, during the observation, the writer did not see the teacher asking the students to play a game or sing a song. The writer assumes that the teacher probably does not play a game or sing a song regularly.

Based on the explanations above, it seems that all respondents have the same opinion that students are bored easily in class because the material provided is monotonous and uninteresting. The students need something visual to learn like pictures or the students need to engage in activities so they will not make other things and move around the classroom during the lesson.

The teachers' experiences above supports the claim of Reddy and Gopi (2013) that children find it difficult to keep concentrating on their lesson and they get bored easily. Not only Reddy and Gopi, Garg (2015) also states that, students will get bored easily and distracted if the lesson in class is not interesting enough.

To address students' boredom, Reddy & Gopi (2013) suggest that an English teacher can facilitate learning and children development by creating an environment in which children are free to play with one another and with the material chosen carefully. They also suggest that the English teacher can give a good exposure to the English language by using songs, games, fairy tales, stories and short conversations. However, the fact shows that even though the teachers whom the writer interviewed and observed has already been implementing these strategies, it does not mean that the problem is simply resolved as some students still do not want to pay attention.

#### **4.2. Students' Different Attention**

People know that children are active learners. As quoted by Cameron (2001) Piaget concerns with how young children work in the world that surrounds them, and how this affects their mental development. Children are seen to continue to interact with the worlds around them and solve the problems presented by the environment.

Piaget states that children, as young learners, are active learners. They learn by doing and they want to have fun. They want to know about the world around them (Cameron, 2001). One of four respondents, teacher C, said that there are three types of students with different attention when she first taught her students now (*see appendix III*).

The first is students with high attention, the second is students with normal attention, and the last one is students with low attention. The

students with high attention are potential to disturb classroom activities since these students usually finish their task earlier than their friends and then they disturb their friends. The students with low attention can be a matter to consider because these students are easily distracted that their task may be left behind. For the students with normal attention who can follow and do the teacher's instruction well, the teacher does not need to worry.

The interview with teacher C reveals that she was overwhelmed to deal with her students when she was new at teaching. Then, she found a strategy to cope with this situation in that a teacher should dedicate her/his special attention to examine or identify the characteristics of the students. She found that sometimes teachers need to be firm to the students. Teachers can also ask the parents' help to pay more attention to their children (*see appendix III*).

Based on the observation, the writer found out that there was one student who always goes to teacher C to ask how to answer a question. When the writer asked teacher C about this student, she said that this student is one of the students with low attention. The writer also found out that there was one student who wrote slowly. When other students have submitted their work, this student was still doing the work. This student is also one of the students with low attention.

### **4.3. Students' Persistence to Use Their First-Language (Indonesian Language)**

Children would mostly use their first language rather than English in the classroom. In this case, they mostly use Indonesian when they communicate with their friends or their teacher. This statement is supported by all of the respondents.

Teacher A mentioned that her students in class speak Indonesian frequently. The students ask her to translate every sentence she says in English to Indonesian. For her, teachers need creativity in translating two languages i.e. from English to Indonesian or Indonesian to English so that students can easily understand and achieve what is delivered by teachers. Thus, the student will be easier to follow the lesson. Translation helps students to receive the messages conveyed by the teacher (*see appendix D*).

Based on the observation, the writer found that students always use Indonesian during the lesson and teacher A does not always use English when she explains the material. She mostly uses English only to emphasize words or give commands. After she says something in English, she directly translates it into Indonesian. For example, after she explains the material, she says “Is there any question?” then she quickly says the Indonesian, “Ada pertanyaan?” It proves that teacher A does what she has mentioned. She does translation when she teaches. Unfortunately, she does translate everything she says and minimally makes use of English.

On the question on students’ persistence in using English, Teacher B stated that her students are immersion student, i.e. using bilinguals to

communicate daily, so they are used to speaking in English. They also can understand and answer when their teacher ask them in English. However, teacher B said that her students often use Indonesian to communicate with their friends. They only use English to answer teacher B's question. This case, in teacher B's opinion is not a big deal. As long as her students can understand the English words and answer the teacher B's question, teacher B thinks that it is good for them. The problem is how to make them use English frequently, whether it is to communicate or just to answer her question. To make her students able to use English frequently, teacher B constantly reminds and monitors her students so that they get used to speak and communicate in English (*see appendix II*).

During the observation, the writer noticed that the students are used to speaking in English although they do make mistakes. The writer found that what teacher B said is true. The writer observed that the students always use Indonesian to communicate with their friends. However, if the teacher asks them in English, the students can answer in English although it is a simple answer. For example, when teacher B asked "Have you done?" the students answer it with "Yes" or "No". The other example is, after teacher B explained about human body, she asked the students to translate it in English in which the students could do that.

The same as teacher A, teacher C also said that her students always use Indonesian. She thought that her students using Indonesian language is due to their unfamiliarity of using English regularly. They just use English

when they are at school. When they are not at school, they always use their mother tongue to communicate, even when they are with their family (*see appendix III*).

To overcome this problem, teacher C started to familiarize her students to listen to English sentences. She uses English to give commands or announcements to the students. She translates the commands and the announcement in Indonesian. She always uses the same words to command or warn the students so that the students remember those commands or warnings without having to translate them to Indonesian. So, although the students cannot speak in English, at least they can understand her commands or they can answer when being asked (*see appendix III*).

On the other hand, teacher D said that her students are curious to know and learn English. The problem is that they tend to use Indonesian to speak and communicate because they do not know sufficient number of English words (*see appendix IV*).

To make the students able to speak and communicate in English, Teacher D asks her students to memorize English words slowly so that later they can speak English fluently. She tries to teach easy and simple things that are related to students' activities. When they learn about things related to their activities, they can visualize what is delivered by the teacher so that the students are able to apply it easily. Teacher D also often speaks in

English and asks her students to repeat after her. Because of her students' curiosity about English, they learn English more easily (*see appendix IV*).

Based on all interviewed teachers' statements above, it can be concluded that most of the students tend to speak Indonesian rather than English while studying English in the classroom. By the time the teacher asks students about something in English, they will ask the teacher to translate the question into Indonesian. Moreover, they generally use the Indonesian language when they communicate with their friends and they only use English to answer questions of teachers and to ask the teacher something. To overcome this challenge, the teachers try to translate every word they say, familiarize English words or sentences to their students, and ask the students to memorize the English words.

That the students often use their first language as claimed by the respondents is supported by Reddy and Gopi (2013). Reddy and Gopi (2013) mention that young learners present another challenge as they will speak their native language most of the time. To establish a routine where students have to use English frequently in class, Brewster, Ellis, and Girard (2002) suggest teachers to introduce English in a short period of time through songs that will help them understand English easily.

#### **4.4. Students' Difficulty in Pronouncing English Words**

Some students have difficulty in spelling and pronunciation. Difficulties in spelling and pronunciation can be seen in the following data.

Teacher A stated that some of her students have difficulty to pronounce English words correctly because the pronunciation of the word is different from how it is written, so they are confused. To overcome this problem, teacher A asks her students to pronounce the word repeatedly until they remember how to pronounce it correctly. What she usually does is writing the word on the board, saying it clearly, and asking the students to repeat after her. Then, she asks each of her students to pronounce the word until they can pronounce it correctly. If some students fail to pronounce it correctly, she asks them to repeat the word continuously to make sure that her students are able to pronounce the word correctly. Beside that she also asks her students to practice at home with the assistance of their parents (*see appendix I*).

In addition to teacher A, the next respondent, teacher B says that learning to pronounce English words can be one of the hardest parts of learning English. She said that English has a few sounds that Indonesian language may not, so the students have to learn how to make new sounds. Moreover, a few words in English have similar sound that can make the students get confused (*see appendix II*).

In teaching pronunciation, teacher B said that she asks her students to listen to her and then ask them to repeat. After that, she checks their pronunciation one by one. She even makes one hour of her teaching time in a week as a pronunciation class to make her students able to pronounce English words correctly (*see appendix II*).

When the writer was observing teacher B, she did not do the one-hour pronunciation class but integrated pronunciation teaching in the materials taught. However, the writer confirms her words that she asks the students to listen to her and asks each student to repeat after the words until all students can pronounce the words correctly.

Almost the same as teacher A, teacher C noticed that her students also have difficulty in pronouncing English words. According to her, the spelling and the pronunciation of English words are not always the same (*see appendix III*).

In teaching pronunciation to her students, teacher C also does the same thing as what teacher A and teacher B do. She teaches her students listening and repeating. Besides listening and repeating, she also teaches pronunciation by singing a song. She thinks singing can be a good way for the students to practice their vowel pronunciations because singing requires a person to maintain the vowel sound for more than a moment. It can give the students opportunity to adjust sounds they make (*see appendix III*).

However, when the writer was observing, she did not see teacher C teaches pronunciation by singing a song. She just asked the students to follow her reading the words. She asked the students to listen and repeat after her (*see appendix*).

The last respondent, teacher D, also stated that making the students able to pronounce English words is a challenge in teaching English to the

first year students. She says that her students are still confused to pronounce English words. They feel difficult to memorize the spelling and pronunciation (*see appendix IV*).

In teaching pronunciation to her students, teacher D mentioned some strategies. First, she asks the students to keep silent, so the condition of the class will be quiet. After that, she asks the students to listen to her when she pronounces every word clearly. Then, she asks the students to pronounce the words after her. She does the steps repeatedly. In her next meeting, she asks the students to recall and repeat the words that they have learned in the previous meeting (*see appendix IV*).

#### **4.5. Students' Disruptive Behavior**

Another challenge that is faced by English teachers in teaching English to first year students is how to cope with students' disruptive behavior. The statements bellow will describe the respondents' opinion on students who have disruptive behavior.

Teacher A has mentioned that sometimes she feels stressed with her students' behavior. Some students keep talking with their friends when she is teaching. To deal with her students who keep talking during the lesson, she usually stops talking, waits for silence until the students notice. After the students notice why she stops talking, they will be silent. When they are silent, she tells the students that if the students keep talking during the lesson, she will tell their parents and ask the parents to see the students

when they study in class. Then, after she tells the students that she will ask their parents to see them in class, the class becomes quiet because the students are afraid if their parents come (*see appendix I*).

Teacher C said that when she was new, her students were often noisy during the lesson. There was even a student who cried because his friend disturbed him. From that moment on, she tried to discipline and be assertive to her students (*see appendix III*).

Teacher D mentioned that her students were fighting in the middle of her lesson. When she was explaining to the class, she suddenly heard a noise. It turned out that her students started fighting and making noise in the classroom which disturbed other students who were engaged in the class. Henceforth, she began to discipline her students. When her students have a conflict, she asks the students to see her at lunch or after school and helps them to solve the problem peacefully. Moreover, to make the class more effective, she must manage and control the class throughout the lesson. She makes sure to move around the classroom frequently and takes time to interact with each student (*see appendix IV*).

From the statements above, the writer can conclude that to deal with the students' disruptive behavior, the teachers have to discipline and to be firm to the students. Furthermore, the teachers must always manage and control the class during the lesson.

To support the statements by the respondents, the writer puts the words of Brewster, Ellis, & Girard (2002, p. 221). They state that teachers may find the children becoming noisy when the lesson has just been started. For Brewster, Ellis, and Girard the most effective environment in learning process is where the teacher is firm but kind and encouraging, so that the students can feel confident and happy.

#### **4.6. Other Challenges Based on the Observation**

Based on the observation, the writer found other challenges that have not been mentioned by the respondents. First, the writer saw that students have difficulty not only in pronouncing English words but also in spelling English words. For example, when the teacher asked the students to spell the word “white”, some students spell it as “w-a-i-t”. Second, the writer found that the students have difficulty in memorizing vocabularies. The writer found students who do not remember the words given by the teacher in the previous meeting.

The writer thinks that the teachers should always motivate and pay attention to the students so that their students can improve their English skill. They should always have interesting and fun teaching method to make the students feel comfortable and fun in learning English.