



APPENDIX I

This appendix contains the transcripts from the interview with four English teachers as participants. The transcription below is from recorded interviews. An important of the recorded interviews was having access to exact words spoken by the interviewees. Names of the participants have been changes to protect their confidentiality.

Guided List Questions for the Interview:

1. What challenges do you face in teaching English to first grade students?
2. What strategies do you use to overcome the challenges?

a. Transcription of the Interview with Teacher A

I = Interviewer (the writer) , A = Teacher A

I : Hello, Miss. Before we start the interview, I will explain the purpose of this interview. This interview is conducted to collect data for my thesis. My thesis is about the challenges faced by English teachers in teaching English to first year students in primary school and the strategies to overcome the challenges. I really appreciate you for giving your time to be interviewed.

A : Ha...ha...ha.... It's OK. I like to help students like you who are doing a research.

I : He...he...he.... Thank you, Miss. Oh, before we start the interview, do you mind if I record our interview?

A : I don't mind. You can record it to make the accurate data.

I : Thank you, Miss. He...he.... OK, Miss. Ehmm, I will start this interview. Like what I said before, I do this interview to collect data about teaching challenges and strategies in teaching English to first year students. In your experience as an English teacher, what challenges that you have faced in teaching first grade students?

A : Ehmm.... The challenges that I ever face in teaching English to first grade students are (teacher A was thinking) **Sometimes, some of my students do not appear interested in my lesson (English) and feel bored in class.** Maybe it is because they feel the material I give is monotonous and not interesting. Beside that, **sometimes I feel stressed with my students' behavior.** Some students keep talking with their friends when I am teaching.

I : Aaaa, I see. I have read a book which says that children are easily bored in learning process and they keep talking with their friends.

So, what strategy do you usually use to overcome the students who are bored in your class?

A : **When they already feel like that (bored), I invite them to play for a while, such as playing "guessing game"**. How to play the game is, I write a topic that is related to the material on board, e.g. animals. Then I think one animal, for example "elephant". Hence, I mention the characteristics of the animal and ask students to guess what animal that is. I said, "My body is big. I have a trunk. Who am I?" After that I repeat the question into the Indonesian language that they can understand. I said, "*Badanku besar. Aku punya belalai. Binatang apakah aku?*". Then the students guess the name of the animal. This game can be done for 5-10 minutes to reduce their boredom.

I : Waaah, I think that's interesting. Children like to play games.

A : Yes, they like it.

I : OK, Miss. Next, here **I take a note like you have mentioned before that sometimes you feel stressed with your students' behavior**. You said that you feel stressed when your students keep talking with their friends in your class.

A : Yeah, that's right. **That can disturb other students who are serious. They cannot focus on my explanation.**

I : What do you usually do when your students keep talking?

A : **When they keep talking, I usually stop talking, waiting for silence, and students will notice. After the students notice why I stop talking, they will be silent. When they are silent, I tell them like this, "For you who keep talking when I am talking, I will tell your parents and ask them to see you when you study in this class. Your parents will know that you don't listen to me and keep talking to your friends when I'm explaining."** Then, the class becomes quiet because the students are afraid if their parents come.

I : Do you always use that strategy?

A : Ya sometimes. **Since I used that strategy to my students, they understand that when I stop talking when they are noisy, it means they have to be silent and focus on me. Sometimes when they keep talking, I just count one two three, they will be silent.**

I : It seems like you have controlled your students.

A : Yes, seems like that.

I : OK, except the students' boredom and students' behavior like they keep talking, is there any other challenge?

- A : Ehmm....Yes, there is. **My students have difficulty to pronounce English words. Some students cannot pronounce English words correctly.** Maybe it is because the pronunciation of the word differs from it is written. **I always ask them to repeat again and again until they remember how to pronounce the words correctly.**
- I : Is there any effect when you ask them to pronounce the words repeatedly?
- A : Yes, of course. **If they repeat pronouncing the word, they will remember how to pronounce that word, and they will be used to saying that word.**
- I : Aaaa, I get it. Oh, I wanna ask one more question. Are your students persistent using Indonesian language when in English class?
- A : Yes, **my students frequently speak in Indonesia rather than English when we are learning English in class.** They ask me something in Indonesia. When I ask them using English, they ask me what the meaning in Indonesia is. For example, when I ask them, "*What is the color of leaves?*" they ask me, "*Artinya apa, Bu?*" They also often use Indonesian when they talk to their friends in class.
- I : What will you do to make your students used to speaking English?
- A : **I usually translate two languages i.e. from English to Indonesian or Indonesian to English so that students can easily understand and achieve what is delivered.** Thus, the student will be easier to follow the lesson. Translation helps students to receive the messages delivered by the teacher.
- I : I think that's good idea. Doing translation and familiarizing the students with English sentences or English words, I think it will help them able to speak in English.
- A : Yes, you are right. **We need to familiarize them with English sentences or words and always motivate them.**
- I : OK, Miss, before I close this interview, is there any other challenge again? He...he...he....
- A : Ehmm, I think that's all from me. He...he...he... he....
- I : OK, Miss. Thank you very much for your time. You help me a lot.
- A : Yes, you're welcome.

APPENDIX II

b. Transcription of the Interview with Teacher B

I = Interviewer (the writer) , B = Teacher B

- I : Hello, Miss. Thank you for your time and thank you for willing to be interviewed.
- B : You're welcome, Mba.
- I : Before we start the interview, let me tell you the purpose of this interview. I do this interview to collect data for my thesis. It is about the challenges faced by English teacher in teaching English to first grade students in primary school and the strategies that the teacher takes to overcome the challenges. He...he...is my explanation too long, Miss?
- B : No, I can get what you mean.
- I : Nah, because of that, I need your help for collecting my data, Miss. OK, can we start now?
- B : Yes, of course.
- I : OK, Miss. I will start with the first question. As an English teacher who teaches first grade students, have you faced some challenges in teaching your students?
- B : Ehm, challenges ya? Let me think about it! He...he.... Ehm, **OK. I think this is the common problem that other teachers face not only English teachers. Sometimes as teachers, we experience when our students are bored.** In my class, when I only write on the white board and explain the material without showing pictures or something that can be shown, my students think my lesson is boring. So, they're like unwilling to study.
- I : I think your students are the type of students who prefer to learn visually ya, Miss?
- B : Ya, I think so. **They prefer visual learning.**
- I : So, what you usually do with your students? Do you always use pictures?
- B : Ya, **I must prepare interesting materials before teaching them.**
- I : Is there any other challenges or difficulties in teaching your students English? For example like, it's challenging for you when your students cannot pronounce English words correctly, they cannot write the English words, or other things.
- B : Oh ya. **Learning to pronounce English words can be one of the hardest parts for my students in learning English.** English has a few sounds that Indonesian language may not, so 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. Usually, in my class, **when I teach pronunciation, I ask my students to listen to me and then ask them to repeat after me. After that, I check their pronunciation one by one.** Ehm, I also **make one hour of teaching time in a week as a pronunciation class to make my students able to pronounce correctly.** Ya, so far it works *lah*.

I : Waah, that sounds interesting and very useful to your students that you make one hour for pronunciation class. Do your students enjoy it?

B : Yes, they enjoy it. And it improves their pronunciation skill.....

Oh ya, one more before I forget it. He...he...he.... My students are immersion students. You know immersion students right? Who use English and Indonesian to communicate daily, so they are used to speaking in English. However, **my students often use Indonesian to communicate with their friends.** They can understand and answer when I ask them in English. But, they only use English to answer my question. This is not a big deal for me. As long as my students can understand the English words and answer my question, I think it is good for them. But, the problem is that how to make them use English frequently, whether it is to communicate or just to answer my question.

I : So what do you do, Miss? I'm curious about it. He... he.....

B : **To make my students able to use English frequently, I constantly remind and monitor them so that they get used to speak and communicate in English.**

I : So we have to get used to communicate with them using English, ya Miss. OK, before I close this interview, is there any other challenges in your mind? He...he...he....So I will get more data to my thesis. He...he...he....

B : Ehm, *apa lagi ya mba?* He...he...he... I think that's all enough.

I : OK, Miss. Thank you for your time. This interview really helps me to finish my thesis.

B : You're welcome, Mba. Good luck for your thesis!

I : Thank you, Miss.

APPENDIX III

c. Transcription of the Interview with Teacher C

I = Interviewer (the writer) , C = Teacher C

I : Good morning, Miss. Thank you for your time you have been willing to be interviewed. Ehm, Miss. Now, I record this interview to make the accurate data, do you mind if I record our interview?

C : Oh, of course. I don't mind. You can record it. When I was a student like you, I also did that. He...he...he....

I : Thank you, Miss. OK, now I will explain to you the purpose of my interview. This is to collect data for my thesis. My thesis is about the challenges faced by English teachers in teaching first year students in primary school and the strategies to overcome the challenges. I hope you can answer my questions briefly.

C : OK, Mba. I'll answer all your questions as I can answer them.

I : That sounds good, Miss. He...he.... OK, I want to ask you as an English teacher who teaches first grade students. What challenges do you face in teaching English to your students, Miss?

C : The challenges....Aaa, I think this one. **When I first taught my students now, in my class there are three types of students with different attention. The first is students with high attention, the second is students with normal attention, and the last is students with low attention.**

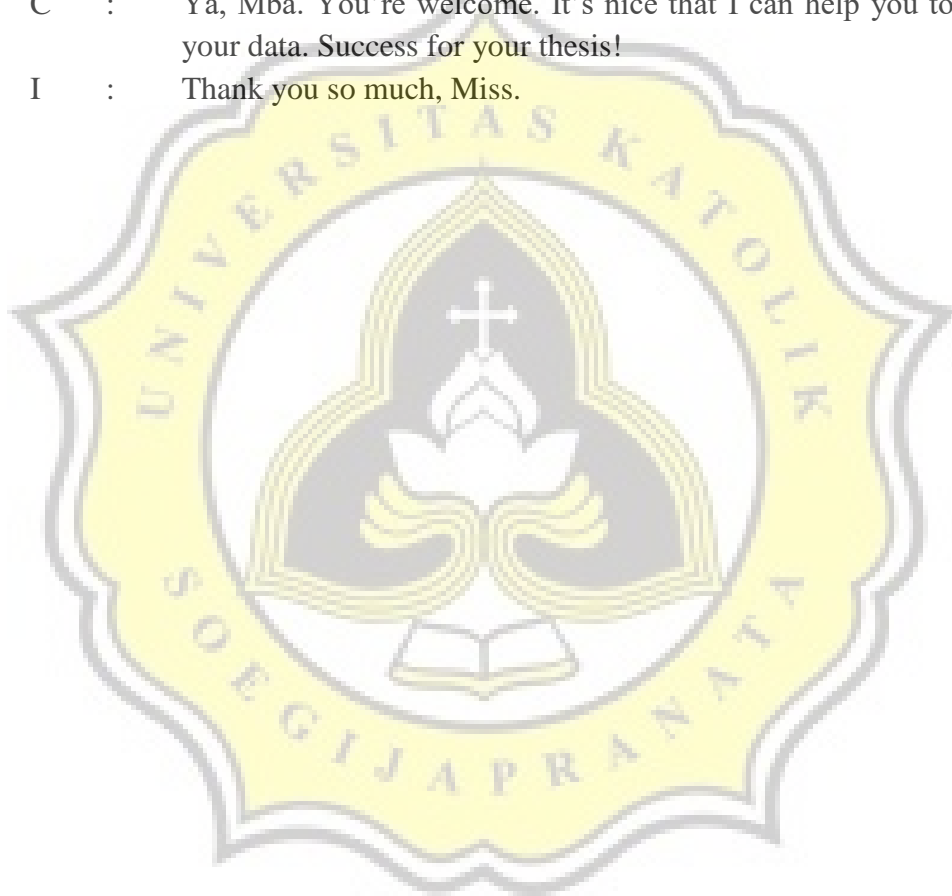
I : Can you explain the detail, Miss? Why do you consider it as a challenge?

C : Ehmm, **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. Then, 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. I was overwhelmed to deal with my students when I was new at teaching. Then, I find a strategy to cope with this situation. I should dedicate my special attention to examine or identify the characteristics of my students. Sometimes we need to be firm to the students. I also ask the parents' help to pay more attention to their children.**

I : It sounds hard if I meet students like that. He...he...Then do the parents have helped to pay more attention to their children?

- C : Not all of them. But, some have paid more attention to their children, and now my students are controlled. Ehm, and then, the next challenge is, I feel disturbed when my students doing something else such as playing with their pencils, drawing pictures and moving around the class during the teaching-learning process. **It seems like they are bored in my class.**
- I : Aaa, I also heard the same statement from other teachers. So, what you usually do to overcome it, Miss? Do you have a strategy?
- C : Ya. **I usually invite my students to play games, do group activities, and sing a song.** For me, this strategy is quite effective in my class to attract my students' attention.
- I : Waah, I think playing games and singing a song are the most popular ways to overcome boredom because another teacher who has been interviewed also use games and songs. O ya, Miss. Is it difficult for you to teach English with your students' background which is not all of them can speak English?
- C : Yes, that's difficult. **My students always use Indonesian in English class. They use 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.
- I : Is there any way to make your students able to speak or communicate in English?
- C : Ya. **I usually familiarize them to listen to English sentences.** For example, **I use English to give commands to my students. I translate the commands or sentences I said into Indonesian.** I always use the same words to command or warn my students so that my students remember those commands or warnings without having to translate them to Indonesian. So, although my students cannot speak in English, at least they can understand my commands or they can answer when being asked.
- I : Oh, so we have to familiarize them with English words or sentences, and we have to translate the words in English to make them understand and used to hearing the words. Is it right, Miss?
- C : Yups.
- I : OK, Miss. Before I close the interview, let me ask you one more questions. Is there any difficulty or challenge in teaching English that you haven't mentioned?

- C : Oh ya, the last one. **When I was new, my students were often noisy during the lesson** (*students' disruptive behavior*). There was even a student who cried because his friend disturbed him. From that moment on, I tried to discipline and be assertive to my students
- I : OK, Miss. That's all?
- C : Ya...he...he...he....I think that's all from me. Hope it will help you.
- I : Thank you Miss for your time today. I'm sorry if I disturbed your teaching time. You really help me a lot.
- C : Ya, Mba. You're welcome. It's nice that I can help you to collect your data. **Success for your thesis!**
- I : Thank you so much, Miss.



APPENDIX IV

d. Transcription of the Interview with Teacher D

I = Interviewer (the writer) , D = Teacher D

- I : Hello, Ms. Thank you for willing to be interviewed.
- D : You're welcome.
- I : So, I will explain the purpose I do this interview, Miss. To collect the data for my thesis about the challenges faced by English teachers in teaching English to the first year students in primary school and the strategies to overcome the challenges, I interview some English teachers who teach first grade students from some primary schools in Semarang. I hope you can help me by answering my questions.
- D : Yes, I'll answer every question you ask.
- I : Thank you, Miss. OK. May we start with the first question?
- D : Yes, I'm ready for it. He...he...he....
- I : He...he...he.... OK. The first question is, what challenges do you face by English teacher in teaching English to the first grade students?
- D : OK. The challenges ya?..... I think I'll start with the common problem. In my class, **when my students find the materials I give are too difficult, they don't want to study. It is when the students absorb themselves in other activities. They feel bored to study.**
- I : What do you usually do when your students being like that?
- D : **To tackle my students' boredom. First, I have to prepare easy and interesting materials, like pictures, to simplify the lesson so they can easily understand what I teach.** For me, the using of pictures makes my students able to remember and visualize the lesson. The second is other than using pictures, **I invite them to play games.** I think they need refresh their mind with something fun.
- I : Yes, I agree with you, Miss. When children get bored, we need refresh their mind with fun things, like what you said, by playing games and teaching with pictures. Moreover, children are easy to learn if they learn with visual things.
- D : Yes, you are right. Kids like to play so that I ask my students to play while learning. I usually find references of games on the

internet and then apply it on my lesson. Next, I don't only use pictures in my lesson and invite my students to play games, but **I also ask them to sing a song.**

I : Next, are there any other challenges, Miss?

D : Yes, there are. **I feel it's difficult to make my students able to speak and communicate in English.** The continuously speak in Indonesian. And then, making the students able to pronounce English words is a challenge in teaching English to the first grade students. **My students are still confused to pronounce English words.** They feel difficult to memorize the spelling and the pronunciation.

I : I wrote in my note that you said you feel difficult to make your students used to speaking English. Do you have any strategies to cope this challenge?

D : **I ask my students to memorize English words slowly so that later they can speak English fluently.** I try 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 so that they are able to apply it easily. **I also often speak in English and ask my students to repeat after me.** Because of my students' curiosity about English, they learn English more easily and fun.

I : How about your students' difficulty in pronouncing English words? Do you have strategy to deal with it?

D : **Usually in teaching pronunciation, I ask my students to keep silent, so the condition of the class will be quiet.** After that, **I ask my students to listen to me when I pronounce every word clearly.** Then, **I ask my students to pronounce the words after me.** I do these steps repeatedly. Then, in the next meeting, **I ask my students to recall and repeat the words that they have learned in the previous meeting.**

I : Next, have you ever felt annoyed with your students' behavior of?

D : Annoyed with student's behavior? Ehm....., ya. I ever experienced when my students were fighting in the middle of my lesson.

I : Ha? Really, Miss?

D : Yes. When I was explaining to the class, I suddenly heard a noise. **It turned out that my students started fighting and making noise in the classroom which disturbed other students who were engaged in the class.**

- I : Then, what did you do after that?
- D : Then, **I began to discipline my students.** When they have a conflict I ask my students to see me at lunch or after school and help them to solve the problem. Moreover, to make the class more effective, **I must manage and control the class throughout the lesson.** I've to make sure to move around the classroom frequently and take time to interact with each student
- I : Wah, that's an interesting experience, I think.
- D : Ya. Can you imagine if your students fight with other students? Ah, it's really frustrated.
- I : He...he...he.... I know your feeling. OK, Miss. Before we stop the interview, do you want to add something or say other challenges?
- D : Ya, I think that's all for me. I hope my answers can help you.
- I : Yes, Miss. It really helps. Thank you for your time, Miss.
- D : Ya, you're welcome.

