

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The data collected from interviews and observations which are discussed based on the theory. This chapter is presented based on the research problems stated in the first chapter. It covers on **The Problems of Teaching English for Early Childhood at RA Nurul Amanah Lawangan Daya Pamekasan**, the result and discussion of the research will be explained in the part of study as follows:

A. Findings

In this chapter, the researcher would like to give the findings of The Descriptive Analysis problems of teaching English that faced by the English teacher at RA Nurul Amanah Lawangan Daya Pamekasan. The researcher would explain from interview, observation, and documentation. From the interview the researcher got the data from informants namely teachers at RA Nurul Amanah Lawangan Daya Pamekasan to know the problems that faced by teacher, the factors that can impact the problems, and also the solving problems in teaching English for early childhood. From the observation, the researcher observed the activities in the class without take a part in the activity. Then, from the documentation the researcher got the data from identifying the teacher when interviewed the teacher and also took some pictures in teaching and learning activities.

The researcher had done a research at RA Nurul Amanah Lawangan Daya Pamekasan, located at Jln. Stadion IX Pamekasan. The researcher had many parts to describe what the researcher got and to explain the findings. The findings stated below, they are:

1. The Problems that Faced by the Teacher in Teaching English for Early Childhood at RA Nurul Amanah Lawangan Daya Pamekasan

The researcher conducted the research on 4th May 2019 for the observation. From the observation, the researcher found the teacher's problems in teaching English for early childhood.

To know those problems, the researcher had interviewed the teacher that taught there. The researcher used unstructured interview for teacher because the researcher made the interview freely to found the problems that faced by teacher in teaching English for early childhood. The researcher asked one of the teacher that taught English there, the teacher taught English by using several methods in different time. From the interviewed with the teacher, the researcher found that the teacher faced some problems in teaching English for early childhood were the teacher can't make the students understand about the lessons because for them English is a foreign language that they not listen every day, and the teacher have difficulty to teach the students because the students cannot spell it well. Direct interview with the teacher was on Saturday 4th May 2018. Here, the result of

interview done by the researcher to the teacher about the problems of teaching English for early childhood and the teacher answer:

” Usually the students cannot understand because English is a foreign language for them, so to make the students understand the teacher must teach one by one, not like teaching elementary school. And it so many vocabularies in English, and they confuse how to use it. For the early childhood students that not have a good pronunciation they feel difficult to spell it well.”¹

From the explanation above, the researcher find some problems. The first, teacher difficult to teach the students because English as a foreign language for them and to make the students understand about that, the teacher must give the materials one by one. By teaching English one by one of course make the material late, not suitable with the schedule.

The second is vocabulary base that was so hard to them. Of course if vocabulary be a problem in teaching English. If we want to master a language the first thing that should be done is memorize some vocabulary, because we cannot communicate without memorize some words. A teacher of kindergarten is not a master of English, usually they were Bachelor of Education and English not conduct in it. So the teacher must learn again about some vocabulary to teach they students.

¹Elly Tilawati, as the teacher at RA Nurul Amanah Lawangan Daya Pamekasan, Direct interview, (Saturday, 4th May 2019 at 09:15 am)

Moreover, the researcher also asked to another teacher about the problem that they faced in teaching English from another class. The result in conducting interview on 4th May 2019 as below:

“Teaching for early childhood is so difficult, for the first is their pronunciation. The children have difficulties to pronounce the word. Yeah, I think from it, we cannot teach smoothly. For speaking Indonesian they have difficulty pronouncing it, moreover in English.”²

From the teacher’s statement above, the teacher faced a problem when she was conducting teaching English for early childhood. The students cannot pronounce the words because the students cannot speak some letters well. Children cannot spell some letters well because of their tooth or their tongue. Like “R”, “S” and etc. Teenagers sometimes still cannot pronounce a few words in English, especially for early childhood who cannot even pronounce Indonesian properly. Of course they still difficult to speak English well. The teacher has difficult to make their students pronounce English well. As we know, in English pronunciation different with Indonesian pronunciation. Like to spell “C” in English must like “K” in Indonesian, “V” in English must have emphasis and spell it heavy.

Those are problems that faced by the teacher in teaching English for early childhood, but it can different with other teacher in other school.

²Arlinayati, as the teacher at RA Nurul Amanah Lawangan Daya Pamekasan, Direct interview, (Saturday, 4th May 2019 at 09.27 am)

2. Factors That can Impact the Problems in Teaching English for Early Childhood at RA Nurul Amanah Lawangan Daya Pamekasan

After know the problems that faced the teacher in teaching English for early childhood, of course the problems influence by some factors. And the researcher wants to know of what the factors that can impact the problems in teaching English. By knowing the factors, of course the teacher can make the solution of the problems that they faced.

In this case, the researcher was done interview with a teacher that taught English at RA Nurul Amanah Lawangan Daya Pamekasan. It was gotten from direct interview which had been conducted on 4th May 2019. It was to find The factors that can impact the problems in teaching English. The result as below:

“Sometimes the children cannot focus on the materials, they love to talk with their friends, not listen about what we say so if they not listen how we spell it, of course they can spell of what the teacher teach to them.”³

From the teacher statement's above, the researcher interviewed to the teacher. The researcher got the factors that can impact the problems in teaching English. The first, the teachers cannot make students focus on the materials because of their age. Teacher said that to make the early childhood students focus on the material is not easy

³Arlinayati, as the teacher at RA Nurul Amanah Lawangan Daya Pamekasan, Direct interview, (Saturday, 4th May 2019 at 09:29 am)

like teaching adult. She said that the students can focus on the teaching learning process maximum just in 5 minutes. It made the teacher must give a brainstorming to them like singing or clapping. It will make the students focus to the materials again. And the teacher will do it again and again till the materials over. According to Kasihani in her book English for Young Learner, “the children felt easy to bored”. In her book she explain that the one of characteristics of early childhood is they felt easy to bored, so the teacher must find a method or tool that can make students interest of their material and focus on it. In this book, the researcher can understand why the teacher has difficult to teach early childhood. In that age, the students tend to imaginative and active. They cannot focused on one subject if the subject not interesting for them. They will just play around without listen of what the teacher say and teach. That factor is so difficult in find the solution because every child will definitely have experience on it. So the teacher must have some trick to make the students interesting and they will focused on the materials.

Another statement from another teacher:

“I think from their habitual. Because they not use English everyday so they still confuse to spell it. Then, if we teach them, they not focused on the materials. They like play around. And from their environmental factor in their house, their parents not use English as well.”⁴

⁴Elli Tilawati, as the teacher at RA Nurul Amanah Lawangan Daya Pamekasan, Direct interview, (Saturday 4th May 2019 at 09:20 am)

From another teacher that teach English in different class, the researcher got two point in direct interview with the teacher that was conduct on Saturday 4th May 2019 ,say that factors can impact is from the students' habit that not use English every day that make teachers difficult in taught them. As we know, English is a foreign language. Sometimes this language is so hard to be understanding for teenager and adult, moreover to early childhood. If the students do not get used to learning English from an early age, the teacher think it will be very difficult for them to guide their students learn English. Students habits will be a big problem for teachers in teaching English. Because if students do not get used to studying English routinely, their tongue cannot adapt to English pronunciation which is quite difficult to pronounce, especially for early childhood.

The second, from the students' environmental factors. Environmental factors are always being a problem in the students' development. As we know, a child will learn for the first time in his environment, namely in his parents. A child can master several languages depends on how the parents communicate with them, and also what kind of environment the child is in. The better environment, the easier they learn a thing. Even in learning English in the school. If a child is accustomed to communicate using English with his environment then it will greatly help the teacher in teaching them about English.

3. The Solving Problems from the Teacher in Teaching English for Early Childhood at RA Nurul Amanah Lawangan Daya Pamekasan.

After knowing the factors that can impact the problems in teaching English for early childhood at RA Nurul Amanah Lawangan Daya Pamekasan. The researcher wanted to show the solving problems from the teacher in teaching English for early childhood. It was gotten from direct interview that conducted on 4th May 2019. Researcher got interview from the teacher at RA Nurul Amanah Lawangan Daya Pamekasan. So, in this case, the researcher would like to show the result of reserach. The result as below:

“ Usually in this school, make students repeat and usual to pronounce one sentence or two sentences using English or sometimes make a riddles game. And for the students that not responsive we give more attention and guidance to them. And for parents of students who want to tutor their children in private les to be smarter in speaking English, we can offer parents to include their child outside of school”⁵

From those statements, the researcher found the teacher can make some solutions of what they faced in teaching early childhood. It was showed by the interview above. Although some of them still had difficulties.

The first, the teacher make a repetition about the materials that was conduct before. It will make the students get used to pronounce English and they will remember it. By repetition, the teacher can build

⁵Elly Tilawati, as the teacher at RA Nurul Amanah Lawangan Daya Pamekasan, Direct interview, (Saturday, 4th May 2019 at 09:22 am)

a vocabulary base for the children so that the children have some basic vocabulary and basic pronunciation for their future. By that way the teacher hope, their students can memorize and adapt about English. In the other hand, the teacher want to build pronunciation base of their students, although it so difficult considering they still only a child.

The second is the teachers give special guidance, it means the teacher give more attention to a students who can't understand about the material. In researcher opinion, it can make the students feel happy and can make them more pay attention of what the teacher taught. Because children need more attention than adult if we can ask adult to do something without more explanation how to do it, they can do it.

The third, the teacher suggest to their parents to make the students follow a private les and offer parents to include their child outside of school. It will be a solution if the parents can teach their child in the home. And usually a child who follows a private les will be smarter in learning English. Because they are used to listen their tutor speak in English.

Other teacher give her statement:

*“To make students interesting of our materials, I use flash card media and say what it is and the students repeat of what I say”.*⁶

Other teacher has another solution. To make the students focus without they must keep students was play around, the teacher teach

⁶Elly tilawati, as the teacher at RA Nurul Amanah Lawangan Daya Pamekasan, Direct interview, (Friday, 12th May 2018 at 09.02 am)

them with flash card. The teacher said by using flash card, she can make the students focused and interested of what she teaches without play around.

From the finding above the researcher can get a point, if each teacher has different problems and different solutions. Now, English has high existence in the world of education. Because English is an international language and all of students must know and lean about English for better education. Not just in education, English was used in all of side in this world, like industry, business, food, technology and etc. And it requires us to learn English from an early age.

B. Discussions of Research

In this section concerns to three major discussions referred to statement of the problems in the chapter one. The researcher would like to discuss the problems that faced by the teacher in teaching English for early childhood, the factors that can impact the problems and the solving problems of the teacher in teaching English at RA Nurul Amanah Lawangan Daya Pamekasan. The researcher had conducted the research process such as doing interview with the teacher of English subject.

1. The Problems that Faced by the Teacher in teaching English for Early Childhood at RA Nurul Amanah Lawangan Daya Pamekasan

Based on the data that gotten from interview to the English teacher about problems in teaching English for early childhood at

RA Nurul Amanah Lawangan Daya Pamekasan. The problems that faced by the English teacher were the teacher cannot make the students understand about the lessons because for them English is a foreign language that they not listen every day.

a. Teacher Cannot Make The Students Understand Because English Is Foreign Language

When teaching English as a foreign language, this is possibly the most common problem. In teaching English, a teacher must understand about what their student, first language. Because, some of them will difficult to pronounce some letter and word in English because of their accent. As we know, the first language will influence in spelling or pronouncing a word in English. So the teacher must give different style for each of their students to make the students have good in pronunciation.

As an ESL teacher, it's important to encourage students to use English, and only English. However, if students begin conversing in their first language, move closer. Ask them direct questions like "do you have a question?" Another idea is to establish a set of class rules and develop a penalty system for when they use their first language. For example: if someone is caught using their first-language three times, have them recite a poem in front of the class (in English).

Remember, for the 1-2 hours they are in English class, it must be English only.⁷

b. Teacher Have Difficult To Teach Because They Have Little Vocabulary Base

The second, teacher have difficult to teach because they have little vocabulary base. Vocabulary is a main problem to teach a foreign language, of course the teach must master a material if they want to teach it to their students. Building up a student's English vocabulary is one of the first issues teachers instructing students in a second language face. Thinking about one object and remembering two identifying names for it can be confusing for younger and older students. Incorporating interactive lessons to identify common objects and images is a great starting place for building vocabulary for everyday items. Activities and practice material focusing on recognizing and using words with the correct spelling are key elements of instructing students in English as a second language.⁸

⁷ <https://owlcation.com/academia/Teaching-ESL-10-Common-Classroom-Problems-and-Solutions> accessed on October 14th, 2018

⁸ <https://www.theclassroom.com/problems-teaching-learning-english-language-7966496.html> accessed on 30th March 2019

c. Teacher Have Difficulty To Teach The Students Because The Students Cannot Spell It Well

The third, teacher has difficulty to teach the students because the students cannot spell it well. In teaching English, teacher must be sure to make the student have a good pronunciation because if the students have a bad pronunciation, it will make their pronunciation bad till their future. The students cannot pronounce the words because the students cannot speak some letters well. Children cannot spell some letters well because of their tooth or their tongue. Like “R”, “S” and etc. Teenagers sometimes still cannot pronounce a few words in English, especially for early childhood who cannot even pronounce Indonesian properly. Of course they still difficult to speak English well. The teacher has difficult to make their students pronounce English well. According to Children this young also have more physical demands than older students.⁹

2. Factors that Can Impact The Problems in Teaching English for Early Childhood at RA Nurul Amanah Lawangan Daya Pamekasan

Based on the result of interview above, the researcher got the data from the teacher who taught at RA Nurul Amanah Lawangan

⁹ <https://teach.com/become/where-can-i-teach/grade-levels/early-childhood/> accessed on February 15th, 2018

Daya Pamekasan. The problems in teaching English for early childhood have some factors. They were cannot make students focus on the materials, and from the students' habit that not use English every day that make teachers difficult in taught them, and from the students environmental factors. The factors would be explained by the researcher as below:

a. The teacher cannot make students focus

When students do not have the concentration cannot learn the material. Concentration depends on these factors: fatigue and insomnia, environment, and family problems .

When all these factors are eliminated, the students can do his best to learn the language and gain a good score.¹⁰

As we know before, teaching early childhood need patient and calm. Because they can interest of something like us. If adult interest of something of course they will full attention on it, but it not for early childhood. Although they interest of something, they will bored soon. So we as the teacher must build up they concentration.

The teachers cannot make students focus on the materials. Teacher said that to make the early childhood students focus on the material is not easy like teaching adult. She said that the students can focus on the teaching learning process maximum just in 5 minutes. It make the teacher must give a brainstorming to

¹⁰International Journal of Engineering Research and Development e-ISSN: 2278-067X, p-ISSN: 2278-800X, www.ijerd.com Volume 7, Issue 3 (May 2013), p.56-57

them like singing or clapping. It will make the students focus to the materials again. And the teacher will do it again and again till the materials over.

b. Not Using English As Habit

Since students are not interested to learn English, so they will be tired of repeating and practicing the language. If the language is taught by the use of audio and video, then the students will learn it within a short period of time. We should use the specific methods which are from the experiences of teachers in order to motivate the students in learning English.¹¹

If the students not have frequent practice of course it will influence of the students' ability in study English. Because by repeat some words everyday at least they can spell it better that they not do it.

c. Environmental Factors

And the last is environmental factors. During the first few years of life, a child learns a lot about themselves and the world around them, and parents are their first teachers. Early Childhood is as charming as ever. It is an age of imagination and fantasy. Therefore it is natural that education at this stages should develop the child's imagination through literacy materials such as folktale, rhymes and songs, etc. Early childhood is the six years of primary school are crucial to the

¹¹Ibid

educational development of the child. This is when the child learn to read independently. Early childhood education is the organized practice of educating those who are in early childhood which is one, one of the most vulnerable stages in life. According to National Association for the education of Young Children (NAEYC), it spans the human life from birth to eight years.¹²

For the children, environment is a factor that influence of their knowledge. In the family, the children must get some study of their parents. The students who get more knowledge or more attention from their parents of course will better that they not. Because the parent can help the children to repeat or to recall of what they learn in their school just now. During the first few years of life, a child learns a lot about themselves and the world around them, and parents are their first teachers. Parents teach them how to speak, how to walk, how to feed themselves. They teach them the alphabet, shapes and colors, and even how to count and spell very simple words. But for healthy development, children need active stimulation and interaction with others.

¹²Hanna Onyi Yusuf, et al. *Journal of Language teaching and Research* (Academy Publisher, Finland 2012 Vol. 3, No. 4) p. 661

3. Solving Problems of the Problems in Teaching English for Early Childhood at RA Nurul Amanah Lawangan Daya Pamekasan

Based on result of interview to the teacher about problems in teaching English for early childhood at RA Nurul Amanah Lawangan Daya Pamekasan.

Problem-solving is essentially convergent in that problem solvers attempt to converge on cause by eliminating various alternative explanations. Idea generation, in contrast is more divergent-problem solvers attempt to generact many different alternatives. In the case of idea generation, however alternatives are solution and not explanation, because idea generation activities in this reference are divergent.

From the data above, the teacher mention some solving problems.

a. Repetition The Materials

The first is repetition. Most students are not interested in learning the language and just think about passing the course,thus because they are not interested, they do not listen to their teacher and do not learn anything, even if they learn something they will forget it quickly,because they are tired of its repetition. English teacher should encourage the students to learn the language by repeating. The teacher always repeats or recalling the lesson which they pass. They do it to make sure that the lessons which they taught well received by the students. Young children have time to

learn through play-like activities. They pick up language by taking part in an activity shared with an adult. They firstly make sense of the activity and then get meaning from the adult's shared language. Young children have more time to fit English into the daily programme.¹³

b. Give Special Guidance

The second is the teachers give special guidance, it means the teacher give more attention to a students who can't understand about the material. In researcher opinion, it can make the students feel happy and can make them more pay attention of what the teacher taught. Because children need more attention than adult if we can ask adult to do something without more explanation how to do it, they can do it. But it never can work to children. If we do it to children, they never do of what we ask to them, they will play around or they will do something wrong. By guiding, the teacher can direct the students to do of what the teacher ask before.

c. Coordination With Their Parents

The third is coordination with their parents. By coordination, the teacher can share with their parent about students' progress and their parents can give treatment to their child, like accompany their children to make homework or to recalling about the material which they learn in the school. Because parents play an important role to make the children understand or remember the material in

¹³<https://www.inlinguamalta.com/blog/learning-english-at-a-young-age/> accessed on 12th March September 2019

the school. And the teacher suggests the parents to make their children in following private les.

d. Using Game And Flash Card

And the last is make the students concentrate of the lessons by using flash card. Early Childhood is as charming as ever. It is an age of imagination and fantasy. Therefore it is natural that education at this stages should develop the child's imagination through literacy materials such as folktale, rhymes and songs, etc. So, the teacher makes students interest of the teaching learning process by using flash card because by using it the teacher can make the students interest of what they teach. According to Kasihani, one of characteristic of young children is they tend to imaginative and active.¹⁴ By using flash card, the teacher hope can make their student focus and interest of the lessons.

¹⁴ Kasihani K.E. Suyanto. *English for Young Learners* (PT Bumi Aksara, Jakarta: 2007) p. 15