

CHAPTER IV

RESEARCH FINDING AND DISCUSSION OF RESEARCH

This chapter explains about the research finding and discussion of research. The data obtained from the research of the the teacher challanges in teaching English to young learners and the teacher efforts to overcome the challenges in teaching English to young learners at PAUD Al Mujtahidin Blumbungan Larangan Pamekasan.

A. Research Finding

In this chapter, the researcher will discuss the research finding on the field in researching the teacher challenges in teaching English to young learners and the teacher efforts to overcome the challenges. The researcher use observation, interview, and documentation to collect the data at PAUD Al Mujtahidin Blumbungan Larangan Pamekasan.

1. The Result of Observation

a. The first observation

On September 5th, 2022, the researcher carried out research by visiting PAUD Al Mujtahidin Blumbungan Larangan Pamekasan to give the permission letter. The researcher did observation about the condition of the students' class at PAUD Al Mujtahidin Blumbungan Larangan Pamekasan. PAUD Al Mujtahidin Blumbungan Larangan Pamekasan has one class. The condition of the class is colorful. The class is quite spacious. There are eight flexible desks for student, one desk for teacher, bookshelves, whiteboards and also coloring supplies in the class. On the classroom wall, the researcher found pictures that

contain English including numbers, fruits and human which pasted on it and also the institutions' structure of PAUD Al Mujtahidin Blumbungan Larangan Pamekasan.

The name Al Mujtahidin is the name of foundation which includes kindergartens (TK) and early childhood education (PAUD). Al Mujtahidin foundation founded at 2020 and the status is registered at 2021.

PAUD Al Mujtahidin Blumbungan Larangan Pamekasan headed by Mrs. Jamila and there are two teacher that teach in PAUD Al Mujtahidin Blumbungan Larangan Pamekasan, Mrs. Fadilah and Mrs. Yuli.

b. The second observation

The researcher also made an observation on September, 7th, 2022. The researcher attended the class which studying English at PAUD Al Mujtahidin Blumbungan Larangan Pamekasan. The teacher that teach English was Mrs. Fadilah.

Based on observation guideline the researcher found that the teacher started the class by greeting the students. The class started at half past eight. The teacher greeted the students by asking how they are and checking their spirit. After that, the teacher prayed together with students and checking the student attendance. In it, the teacher used Indonesian language. It activity took five minutes.

In main activities, the teacher taught Alphabet. The teacher spelt one by one alphabet and asked the students to spell it. The teacher

used a poster that pasted on the wall and it contains alphabet. Most of the students were shy, afraid and their spelling was wrong. Because of that, the teacher used song to spell Alphabet. The researcher saw the most of students can enjoy the lesson and they were very enthusiastic, except two students who still shy and afraid. The teacher tried to speak with them but they were still shy and cry. So, the teacher left them without taking further action, after a few minutes one of the students calmed down, but the others were still crying so the teacher had to call her parents who were outside the classroom because most students were delivered and waited by their parents.

After spelt alphabet by using song, the teacher asked the students to write alphabet. So, the students wrote Alphabet but the teacher must be corrected one by one. It was very long and quite time consuming. So, five minutes later, the students were noisy and lose of attention. They run around the class. Then, the teacher used *hello-hi*, called the student's name and also used mother tongue or Madurese language to get the students attention. However, sometimes students did not heed what the teacher says. Teacher needed to act by forcing them to sit down and be quiet.

Then the teacher asked the students to mention the alphabet again with the songs that they had learned. The student had tried to mention again, but there were many errors. The majority of the alphabet that students mentioned was the Indonesian alphabet. The teacher must re-dictate especially the letters whose pronunciation is

not familiar or very different from the pronunciation of letters in Indonesian such as *G, H, R, W, Y*.

It seemed that the teacher was overwhelmed to make students able to pronounce the alphabet correctly. At that time, the teacher only used song as the media to introduce the alphabet to students. Even though the students were happy with using the song as the media, after a few minutes the students got bored again with the song.

Finally the lesson in the first session has been completed. The time has shown at 09.00. Five minutes before the lesson was over, the teacher and the students sang the alphabet again. Then the teacher ends the lesson by praying because the time to break has arrived. The students scattered to get out of the classroom to take a break. They looked so enthusiastic to immediately get out of class and play.

At 09.30 the time to break was over. The students were brought by their parents to enter the classroom. After entered classroom, they did break bread, then the teacher and students prayed and recited several prayers in carrying out daily activities. After that, they sang some songs and ended with sayonara song. At that time, it was done until the time ran out which was 10.00. It was time to go home.

The researcher could see that the teacher did not have a variation in teaching. It could be proven by a teacher who only used

song in teaching alphabet and the teacher did not cater the students learning styles. So, the students often lose concentration.

c. The third observation

On September, 12th 2022 the researcher made an observation. The researcher came to PAUD Al Mujtahidin to observe how the teacher teach English to young learners to find out the challenges in teaching English to them.

It same with the second observation, the teacher who teach English to young learners was Mrs. Fadilah. The teacher open the class by greeting the students to get the students attention. Then, the teacher prayed together with the students. After praying, the teacher checked the students' attendance by mentioning the name of the students and the teacher asked the students to answer using the word "Yes, Miss" if the name was mentioning. The teacher repeated the word "Yes, Miss" to make the students accustomed with the word "Yes, Miss". The teacher did not need long time to make the students can speak the word "Yes, Miss". So, some students looked enthusiastic when they names was calling by the teacher, they was happy to answer "Yes, Miss" but there were two students that did not answer when the teacher called their names. The teacher did not force them to answer.

At that time, the teacher asked about the lesson which was studied three days ago. The students cannot answer the question. Then, the teacher tried to sing a song about Alphabet that previously

had been studied. Then, some students can sang with the teacher. They sang an alphabet's song. The teacher also asked the students to stand up and the teacher tried to make a circle, then the teacher and the student sang a song around a circle. All of the students looked happy and enjoying it.

The teacher repeated the alphabet material by making new variations in learning the alphabet. If in the previous lesson the teacher only used songs, so the teacher was using songs equipped with movements. Students did not just sit and sing, students can be active in the classroom. Class looked more interesting. The teacher prepared a colorful cards that has been written a letters. After that, the teacher asked students to look for letters according to what the teacher said. After finding the appropriate letter, students will give it to the teacher, then the teacher asked them to mention what letters they have got. In delivering lesson instruction, the teacher used Indonesian language.

The teacher also used *hello-hi* and claps to get the students attention. At that time, the students also lost of attention but not too bad like during the previous lesson. The researcher could see that teaching and learning process at that time more active than previous learning. It means that the teacher can create an effective learning and could play with language. The teacher also used effective media, so the students interested in learning and could enjoy the class.

The time has shown at 09.00. It time to break. The teacher ended the class by reciting doa together. Then, the students and the

teacher leaved the class together. 30 minutes later, the students and the teacher entered the classroom because the time to break was over. Like previous meeting, the students and the teacher recited several prayers and sang a song and ended with sayonara song. The class was over at 10.00.

d. The fourth observation

On September 14th, 2022, the researcher made observation again to know the challenges in teaching English to young learners at PAUD Al Mujtahidin, Blumbungan. The researcher came to PAUD Al Mujtahidin and stayed at the class to make an observation.

Class started at 07.30. The students had come and were ready in class. The teacher came to the class and greeted the students. After seeing that the students were ready, the teacher started the class by saying *salam* and also asked the student condition. In asking the student condition, the teacher still used Indonesian language. Then, the teacher checked the students' attendance and asked the students to answer "Yes, Miss" if the name was calling. So, most of students answered using it.

That time, the teacher was singing the alphabet again but it was not accompanied by any movement. It aims to remind the material that has been delivered at the previous meeting. Then, the teacher taught greetings to students in English such as "good morning", "how are you?" The teacher told the students how to answer when there was a greeting or a question like that. The teacher repeated

the answer from greetings “good morning” what is the answer to the question “how are you?”. The students followed what the teacher said. After feeling able, the teacher asked the students to answer the greeting “good morning” and the question “how are you?” but the teacher didn't just let them go because they were young learners, the teacher still followed them to answer the question.

In that class there was one student who was quite active and often disturbed his friend even though the seats had been separated. The concentration of teachers and students was often seen breaking when the child became active. One of the students also did not want to say what the teacher had taught him. The teacher needed a lot of effort to be able to control his disciple. The teacher asked students to sit in a circle and students who were quite active sat right in front of the teacher. It was quite helpful. Then the teacher tried to greet the students again with the greeting "good morning" and the question "how are you?" and asked all students to answer. The teacher also tried to ask all the students one by one and there were some students who were too shy to answer so they answered in a very small voice that could hardly be heard. Then, the teacher introduced the song that contains greeting

“Good morning everybody
How are you? I'm fine
Good morning my teacher
Good morning my friends
Good morning everybody
How are you? I'm fine”

Until the class was ended, the researcher could conclude that the teacher did not create an effective learning because the teacher did not get the students' interesting in learning English. The students were noisy and often lose attention. However, the teacher had also succeeded in making most students able to answer greetings "Good Morning" and questions "How are you?"

e. The fifth observation

The fifth observation conducted on September 19th, 2022. The researcher came to PAUD Al Mujtahidin and followed the class to observe the teacher challenges in teaching English to young learners.

The teacher begun the class by greeting the students. The teacher used "Good Morning" and "How are you?", the students could answer "Good Morning" and "I'm Fine" but it must followed by the teacher and they sang a greeting song. Then, the teacher prayed together with the students and checked the attendance. The students could answer 'Yes, miss' when their name was called.

The teacher got the students' attention by using *hello-hi!* and claps. At that occasion, the teacher taught numbers. The teacher asked the students to mention numbers one by one in Indonesian language and wrote the numbers on blackboard. Then, the teacher explained that the teacher would explain numbers in English. After mentioning the numbers, the teacher invented the students to sing a song according to numbers. The teacher used song that familiar with

the students, namely the song “*saying semuanya*” but in English language. They sang a song until the class was over.

“One and one I love my mother
Two and two I love my father
Three and three I love brother sister
One two and three
I love everybody”

The researcher found that the teacher could play with language because the teacher use song that familiar with students. The students also could enjoy the class even though sometimes they were noisy and lose of attention. The teacher never divided the students in to groups because there were not many students in the class.

2. The Result of interview

a. Interview with Mrs. Jamila¹

On September 5th, 2022, the researcher carried out research by visiting PAUD Al Mujtahidin Blumbungan Larangan Pamekasan to give the permission letter. The researcher met the headmaster of PAUD Al Mujtahidin Blumbungan. The researcher informed the headmaster that researcher would like to find out the teacher challenges in teaching English to young learners.

The researcher did interview to the headmaster to know how the profile of PAUD Al Mujtahidin is and the condition of it. Mrs. Jamila as the headmaster of PAUD Al Mujtahidin said,

“PAUD Al Mujtahidin is one of the institutions which is in the Al Mujtahidin foundation. Al Mujtahidin includes kindergartens (TK) and early childhood education (PAUD). Al

¹ Jamilah, the Headmaster of PAUD Al Mujtahidin, *Direct Interview* (05 September 2022)

Mujtahidin foundation founded at 2020 and the status is registered at 2021. PAUD Al Mujtahidin has one class and there are two teachers that teach in PAUD Al Mujtahidin. Because PAUD Al Mujtahidin is a new institution, there are still shortcomings that PAUD Al Mujtahidin has such as lack of outdoor facilities, there is one class and the students of PAUD Al Mujtahidin which is still a little. But we are committed to building PAUD Al Mujtahidin to be better by continuing to improve quality.”

The researcher also asked to the headmaster about the curriculum which used at PAUD Al Mujtahidin. “PAUD Al Mujtahidin used K 13 as curriculum that apply in this school.”

The researcher asked to the headmaster how English studied in PAUD Al Mujtahidin. The headmaster said that English at PAUD Al Mujtahidin as local content and why the headmaster chosen English as local content.

“At PAUD Al Mujtahidin, English as local content. The teacher teach English after the students were in school for two months. In the first two months, the teacher delivered material on daily prayers, PAUD songs and others. That time was an opportunity for students to adapt to the school environment. And also why we chose English as local content because English as an international language and PAUD Al Mujtahidin as a new school must have excellent programs to attract interest.”

The researcher also asked about facilities or media owned by the school to support learning English at PAUD Al Mujtahidin Blumbungan. Mrs. Jamila said, “So far, schools only provide books and pictures that are pasted on the walls. As I said earlier that PAUD Al Mujtahidin is a newly established school so that is all the school can provide.”

The headmaster also said to provide young learners attention, the headmaster made the class colorful because young learners like colorful nuance. “I made the class colorful, the pictures which are pasted on wall are colourful. I think young learners like colourful nuance” said the headmaster.

Then, the researcher asked to the headmaster about the teacher who teach English at PAUD Al Mujtahidin. “The teacher who teach English at PAUD Al Mujtahidin is Mrs. Fadilah. She is not graduated from English department but she had attended an English course, so I chose her to teach English.”

The researcher asked about the policy implemented at PAUD Al Mujtahidin dealing with teaching and learning such as outdoor class.

“We have conveyed the policy in the teaching learning process to the teacher. We only ensure that the teaching and learning process is safe and environmentally friendly. While for outdoor classes, we allow if parents also supervise students. Once every two months we hold outdoor classes by taking students to the public library, to the beach and others. For the implementation of this activity we collaborate with kindergarten.”

b. Interview with Mrs. Fadilah²

The researcher interviewed the teacher who teach English at PAUD Al Mujtahidin. The researcher asked about the method in teaching English to young learners at PAUD Al Mujtahidin. “The

² Fadilah, the English Teacher at PAUD Al Mujtahidin, *Direct Interview* (07 September 2022)

method that I used in teaching English is varied, but the most frequently used is question and answer method. I chose question and answer method because I think that this method more successful in teaching to young learners”, Said Mrs. Fadilah.

After asked about the method, the researcher asked about media that used by the teacher. “I used song and cards in teaching English to young learners. I think cards and song is a simple media. I can prepare it easily. PAUD Al Mujtahidin is a new PAUD, so there are some things that are not yet perfectly available to make learning easier.”

Then, the researcher asked to the teacher about challenges in teaching English to young learners at PAUD Al Mujtahidin.

“In teaching English to young learners, I have any challenges such as the different ability of the student and when the students are noisy, I was difficult to manage the class, and there is a student that she is too shy and the student that he is hyperactive. They often lack attention because they are bored.”

After knowing the teacher challenges in teaching English to young learners, the researcher asked to the teacher how to overcome the challenges. “I overcome the challenges in teaching English to young learners with claps and *hello-hi* when the student are noisy and lack attention. I used movement to cover the different characteristic of the students and also tried to use interesting media in teaching English to the students”

The researcher asked again to the teacher about the outdoor class, does the teacher do outdoor class in teaching English to young learners at PAUD Al Mujtahidin.

“I don’t do outdoor class because I cannot guarantee the safety of the students and also when I want to carry out outdoor class I have to take a lot of considerations. The English material presented at PAUD Al Mujtahidin is also limited to basic things, so I don’t think it’s necessary to carry out outdoor class, I’d better prepare more interesting media.”

c. Interview with Mrs. Yuli³

To make the data clear, the researcher did interview to Mrs, Yuli, one of the teacher at PAUD Al Mujtahidin. The teacher asked Mrs. Yuli about the method and the media that used in teaching to young learners. “The method that I used in teaching to young learners at PAUD Al Mujtahidin is varied, I adjust the material that I will convey. Whereas for media, I used simple media because I prepare the media by myself.”

The researcher also asked to Mrs. Yuli about lesson plan in teaching to the students at PAUD Al Mujtahidin. “At early childhood education there is RPPM and RPPH and it must be finished at the beginning of the semester. RPPM is a lesson plan that made for learning every week, while RPPH made for learning every meeting.”

Then, the researcher wanted to know about outdoor class to Mrs. Yuli, does Mrs. Yuli do it in teaching to young learners. “I do

³ Yuli, the Teacher at PAUD Al Mujtahidin, *Direct Interview* (01 November 2022)

outdoor class. Just like when I want to introduce God's creations regarding the environment, I will take them out of class and ask them to look at plants, rocks and others to declare that they are God's creations."

d. Interview with *Najma*⁴

The researcher asked to the student who study at PAUD AL Mujtahidin Blumbungan. The researcher would like to ask about English which is studied at PAUD Al Mujtahidin Bumbungan. The researcher asked about the method and media that used by Mrs. Fadilah in teaching English. "I dislike writing, I like Mrs. Fadilah because Mrs. Fadilah always invited us to sing a song. Mrs. Fadilah also gave a questions."

The researcher also asked to *Najma*, is she enjoy the English class who taught by Mrs. Fadilah. "I like Mrs. Fadilah. I like singing with Mrs. Fadilah."

e. Interview with *Aini*⁵

Muhibbul Akranin or *Aini* is one of the students at PAUD Al Mujtahidin. The researcher asked to *Aini* about English lesson that studied at PAUD Al Mujtahidin. First, the researcher asked about method that the teacher used in teaching English to the students at PAUD Al Mujtahidin. "Mrs. Fadilah often used question after explained the material and asked us to answer the question."

⁴ Najma, the Student at PAUD Al Mujtahidin, *Direct Interview*, (07 September 2022).

⁵ Aini, the Student at PAUD Al Mujtahidin, *Direct Interview*, (07 September 2022).

Secondly, the researcher asked about the media that used by Mrs. Fadilah in teaching English to the students. “Mrs. Fadilah often teach us to sing. We sing a song in English.”

Then, the researcher asked to *Aini*, is she enjoy the English class that taught by Mrs. Fadilah. “I enjoy the class if Mrs. Fadilah invited me to sing with movement, I am often bored and tired to study.”

3. The Result of Documentation

a. Attendance List

The researcher got attendance list on November 1st, 2022. Based on the attendance list, there are eight students who study at PAUD Al Mujtahidin. There are three male students and five female students.

b. Lesson timetable

Based on the timetable that pasted on the class wall at PAUD Al Mujtahidin, the researcher knew that PAUD Al Mujtahidin hold six meetings in one week. It means that in one week there is only one day off, which is Sunday. English at PAUD Al Mujtahidin has twice meetings in one week, which are Monday and Wednesday.

c. Lesson plan

The researcher asked to Mrs. Fadilah, the teacher who teach English at PAUD Al Mujtahidin Blumbungan about lesson plan but there was not lesson plan that made by Mrs. Fadilah. Mrs. Fadilah said

that English as local content at this PAUD, so Mrs. Fadilah think that lesson plan are not necessary. Mrs. Fadilah also stated that she only needed to prepare the media that should be used in the learning process.

d. Classroom Routines

Classroom routines at PAUD Al Mujtahidin is a routine that must be done by students. While the routine that must be done by the students is;

- 1) Students line up before entering the classroom.
- 2) Students say *salam* when entering the classroom.
- 3) Students shake hands with teacher.
- 4) Greeting the teacher
- 5) Recite surah *Al Fatihah* with the meaning.

There are also several routines that students do after they have break, namely eating together, singing a songs until the lesson ends. Then, they recite doa and sing *Sayonara* before go home.

B. Discussion of Research

After displaying the results, the researcher will discuss the explanation above based on the questions that are the focus of the researcher. This section concerns two things, namely what are the teacher challenges in teaching English to young learners at PAUD Al Mujtahidin and how does the teacher efforts to overcome the challenges in teaching English to young learners at PAUD Al Mujtahidin.

1. The Teacher Challenges in Teaching English to Young Learners at PAUD Al Mujtahidin Blumbungan Larangan Pamekasan

The researcher analyzed the challenges in teaching English to young learners at PAUD Al Mujtahidin Blumbungan Larangan Pamekasan. The researcher tried to discuss in depth the findings of this research with related theories regarding to result of the research. Below are the discussion of the teacher challenges in teaching English to young learners at PAUD Al Mujtahidin Blumbungan Larangan Pamekasan.

a. Lack of school support

School support is very important in supporting the achievement and success of learning. PAUD Al Mujtahidin Blumbungan Larangan Pamekasan created English as local content but there are some drawbacks that are caused by the lack of school support, it is supported by the principal's statement stating that PAUD Al Mujtahidin is a new PAUD established in 2020, so there are still many shortcomings;

1) Lack of facilities provided by the school in supporting the process of learning English.

Facilities are the tools that are used for support the teaching and learning process. The facilities will influence the success of teaching and learning process.⁶ PAUD Al Mujtahidin only provide books and pictures that contain English including

⁶ Aisyah, "Challenges in Teaching..."

numbers, fruits and human which pasted on wall. PAUD Al Mujtahidin also does not provide outdoor facilities, even though outdoor facilities are needed by young learners because young learners love to play and need physical movement.⁷ Physical movement and playing would be more fun if it was done in outdoors. While to make outdoor class the teacher needs requires extra effort and cannot control it alone because school regulations state that if you want to hold an outdoor class, you must be accompanied by parents to ensure the safety of students.

- 2) No definite policy in teaching English to young learners at PAUD Al Mujtahidin Blumbungan Laraangan Pamekasan.

PAUD Al Mujtahidin did not determine the achievements to be obtained in learning English. The headmaster only leaves it to the teacher about learning English. As evidence by the absence of school control over teacher to prepare lesson plan, both in the form of simple planning such as in the form of RPPM and RPPH while lesson plans are part of the assessment.

Assessment is needed for collecting and analysing learning abilities, to determine what the learner can and cannot do. This is intended to answer how well the students have done and how well the teacher has done.⁸

⁷ An Fauzia, *Teaching English*, 10

⁸ Nunan, *Teaching English to Young Learners*, 7.

- b. Lack of understanding the nature of teaching English to young learners

Understanding the nature of teaching is one form of teacher professionalism in teaching a lesson.⁹ Professional teachers are teachers who know what they are going to learn and who they are going to teach it to. The researcher saw that the teacher who teach English to young learners at PAUD Al Mujtahidin lack of understanding the nature of teaching English to young learners.

Lack of understanding the nature of teaching which is conducted by the teacher at PAUD Al Mujtahidin about the method that used. The method that the teacher used too heavy in childhood. The teacher explained too much and asked students to understand what was explained, asked the students to write a letters while the students or young learners have limited reading and writing skills. *Najma*,¹⁰ one of the students that teach English at PAUD Al Mujtahidin said that she dislikes writing. It was also proven by the question and answer method used by the teacher. It happened when the teacher was teaching Alphabet at second observation.

The teacher also did not make encourage group/collaborative learning while one of the characteristic in teaching English to young learners are the teacher must make collaborative learning because young learners need group work and they like to work together.¹¹ At

⁹ Ayse Kizildag, "Teaching English in Turkey..."

¹⁰ Najma, the Student at PAUD Al Mujtahidin, *Direct Interview*, (07 September 2022).

¹¹ Nunan, *Teaching English to Young Learners*, 7.

that time, the researchers also saw that teacher was less able to play with language whereas in teaching language to PAUD (early childhood education), the teacher had to be able to play with language.¹²

c. The different characteristic of the students

Every child is unique. Different characteristics in each child is common. Childs or young learners differ in many ways from different backgrounds, personalities, talents, attitudes and motivations, learning styles and strategies, cognitive styles, and so on.¹³ PAUD Al Mujtahidin has eight students consisting of three male students and five female students. These eight students of PAUD Al Mujtahidin also have different characteristics.

Based on observations made by researchers and interviews with teachers who teach English at PAUD Al Mujtahidin Blumbungan stated that differences in children's characteristics are one of the challenges that must be faced by teachers when teaching English. At the class there were two children who were so shy. It happened when the teacher asks them to do something. They will feel scared and then they will cry.

In addition, there was also one child in the class who had a hyperactive character. When he escaped the teacher's supervision he would run around in the classroom and also disturb his friends. Teachers must be able to address the differences in the characteristics

¹² Ibid, 8.

¹³ Ibid, 8.

of students in the classroom. So, in teaching learning process the teacher must caters for different learning styles of student: visual, auditory, kinaesthetic.

d. Lack of student's attention

As we know young learners have limited attention. So, the next challenge in teaching English at PAUD Al Mujtahidin is how the teacher can attract students' attention. In class, the students of PAUD Al Mujtahidin often lose concentration. Students did not have a long focus on one thing. When the teacher taught there were things that made students did not focus when receiving lessons. This is reinforced by the statement of Mrs. Fadilah, the teacher who teach PAUD Al Mujtahidin that stated the students often lack of attention in learning especially when they was learning English.

e. Lack of student's motivation and interest

Teaching young learners is not easy. To find out and provide understanding to be used as motivation by students to want in learning especially English lessons is not easy. For young learners words are not enough. Teachers need more effort to provide understanding. Furthermore, motivation will affect students' interest in learning. When students are motivated both internally and externally, students will be more interested in learning.

Several times, at the classroom the researcher found that students at PAUD Al Mujtahidin often seemed not interested in learning English. Students often ignore the teacher and are busy with

themselves. So, motivating students and making students interested in learning English is a challenge that must be faced by teachers who teach English at PAUD Al Mujtahidin.

f. Classroom management

One of the teacher's roles is as a manager. Teachers must be able to be good managers. The teacher as a good manager must be able to manage the class as well as possible. Based on interviews conducted with teachers who teach language to young learners at PAUD Al Mujtahidin said that classroom management is one of the challenges. The loss of student attention and student boredom is one of the problems that must be faced in classroom management. So in classroom management the teacher must be able to make the activities in the class interesting and not monotonous when designing learning. Teachers must plan, organize what will be done in class and be able to anticipate problems that will arise during the teaching and learning process. The teacher must prepared anything before they entered the classroom.

g. Native language interference

Aisyah Mumary Songbatumis stated that mother tongue interference is one of the challenges in teaching English.¹⁴ Slightly different from Aisyah, the researcher found that native language interference in teaching English at PAUD Al Mujtahidin. Native language interference when the teacher taught Alphabet to young

¹⁴ Aisyah, "Challenges in Teaching..."

learners on the second observation that made by the researcher. The majority of the alphabet that students mentioned was the Indonesian alphabet even though the teacher has taught alphabet in English. The teacher must re-dictate and needed extra effort in teaching alphabet especially the letters whose pronunciation is not familiar or very different from the pronunciation of letters in Indonesian such as *G, H, R, W, Y*.

2. The Teacher Efforts to Overcome the Challenges Teaching English to Young Learners at PAUD Al Mujtahidin Blumbungan Larangan Pamekasan

After he researcher analyzed the challenges in teaching English to young learners at PAUD Al Mujtahidin Blumbungan Larangan Pamekasan. Then, the researcher provided conclusions how the teacher efforts to overcome the challenges in teaching English to young learners at PAUD Al Mujtahidin Blumbungan Larangan Pamekasan. There are some things that teacher did to overcome the challenges in teaching English to young learners;

a. Making a simple media

PAUD Al Mujtahidin is a newly established PAUD. The Headmaster stated that PAUD still lacks many facilities. Mrs. Fadila as a teacher who teaches English to young learners at PAUD Al Mujtahidin overcome the shortage of facilities in PAUD Al Mujtahidin by making their own media that will be used when she was teaching. Mrs. Fadilah was teaching English using simple media to

make it easier to prepare. Based on observations and interviews conducted by researchers, Mrs. Fadila used cards and song's lyrics to teach English to young learners at PAUD Al Mujtahidin. Both media are media that are easy to make. Teachers do not need extra effort to prepare media.

b. Trying to provide the basic material as simple as possible

Early childhood education is pre-school education. Teachers should know that young learners are beginners. Based on the observations made by the researcher at PAUD Al Mujtahidin, even though the teacher did not make lesson plans, the teacher had tried to provide the material as simply as possible. The teacher started by giving material about the alphabet, numbers and continued by giving an introduction to greetings in English. The teacher also used three meetings to make sure that students really understand what the teacher is saying or explaining.

c. Combining media that can cover student learning styles

In the first and second observations when the teacher taught the alphabet the teacher used song as media and explicitly mentioned the letters one by one but there were students who were still shy and also cried when the teacher asked them to answer questions and didn't seem interested in singing along. So, in the third observation, the teachers began to clean up and combine the song with movements. To attract students' interest in learning, the teacher asks students to make a circle and move around the circle while singing. All students seemed

to enjoy their class. One of the students at PAUD Al Mujtahidin, *Aini* also said that she was happy when Mrs. Fadilah invited the students to sing a songs with movement.¹⁵ Sing a song with movements are very interesting for students because young learners are indeed physical movements.

d. Using *hello-hi* and clapping to get students' attention

In overcoming the limitations of students' attention, the teacher used *hello-hi* to attract students' attention. However, when there were students who still couldn't focus on the teacher even though they had used *hello-hi*, the teacher would say their name and then go back to using *hello-hi*. In addition to using *hello-hi*, to restore students' focus on the lesson being studied, the teacher also used a combination of claps that students have learned before.

e. Using songs as a media that are familiar to students

To attract students' interest in learning and students' motivation to learn, in delivering numbers material, the teacher that teach English at PAUD Al Mujtahidin used a song that was familiar to students. The teacher used the song “*Sayang Semuanya*” which has been changed in English. At the meeting the teacher succeeded in attracting students' interest in learning.

¹⁵ Aini, the Student at PAUD Al Mujtahidin, *Direct Interview*, (07 September 2022).

f. Anticipating the problem and making circular position

Based on the research that conducted by the researcher, in classroom management to anticipate the problem, the teacher overcomes the students who are shy and cried, teacher chose to calm them for a while. If it did not work the teacher would call their parents to keep the classroom atmosphere conducive as well as when there was a hyperactive student.

The teacher also made a circular sitting position in teaching English to young learners at PAUD Al Mujtahidin. It made the students more controlled. The teacher could supervise all students.

g. Familiarizing students in listening English

In overcoming the native language interference, based on the observation that conducted by the researcher, the teacher familiarized students in listening English and repeated the letters that difficult for students. The teacher also used songs containing the English alphabet.