



Problems in Teaching English to Young Learners and Their Solutions

Mukti Muhammad¹, Sugirin²

^{1,2}Universitas Negeri Yogyakarta, Indonesia

Email: muktimuhammad.2022@student.uny.ac.id

Abstract: *This study was conducted in an English lesson for kids in Garut, West Java, Indonesia. The goal of this study was to understand the teacher's viewpoint on the problem in teaching English for young students. For this study, qualitative researchers are used to conduct in-depth analyses of the data. By direct observation and interviews, teachers gather data. Teaching English in young students is a challenging task for teachers. There are issues with class management, the use the monotonous media, various student characteristics, and language proficiency. This research is supported by methods and solutions to challenges.*

Keywords: *Teaching English in Young Learners (TEYL); Problems; Solution*

I. Introduction

Young learners have limited attention spans and engage in a lot of physical activity, based on Myrtis and Philomena (2006). Additionally, teachers must supply real materials in the classroom so that students feel more at ease identifying the terminology used because children are highly connected to their world or are particularly interested in issues that are tangible, and real. Since early infancy requires real objects and learning media, teachers must work harder when teaching English to young learners. Their enthusiasm for learning English will increase as a result. Students of EFL (English as a Foreign Language), as explained by Harmer (2007) can speak English in any nation and use it when traveling or interacting with others.

According to Myrtis and Philomena (2006), researchers have difficulties communicating the material when trying to demonstrate English to children. Engaging pupils in the creation of visuals and realistic art is one method for making learning more enjoyable. They can communicate with people and travel using English; they can also speak it anywhere. Myrtis and also Philomena (2006) claim that it is difficult for researchers to reach children with their materials when instructing English. Making vivid and realistic art with pupils is one way to make learning more pleasant. They have to be able to contribute positively to their local community. As stated by Gautam (2014), instructors must first understand how language develops in young children before trying to effectively impart English to them. Children typically engage well to activities that reflect in their own lives as well as experiences, claims Harmer (2007).

On the opposite hand, the capacity of kids and inclination to commit a significant amount of time to one activity are often very constrained. Teaching English to younger students may be challenging for teachers. There could be a variety of difficulties in the classroom. It is stated that young children who relocate abroad that participate in a local school 'take up' the native tongue incredibly quickly. Activities can be offered using visual aids, toys, or dolls, as well as in full color and to music. When people listen the song or watch the movie, they will be enthralled. Students are far more likely to concentrate when they have an interest in the material, but the teacher can make the material into a practice task by having the class repeat the story or predict the language. Shin (2006) suggests supplementing as a tactic for preserving kids' interest in and participation in activities. Elttayef and Hussein (2017) being

relatively infrequent, speaking ability tests are crucial for the learning process.

The placement test must be passed before a student may enroll in the course. In order for young children to enroll in the proper level of course, this may be used to evaluate their English competence. Lightbown as well as Spada (1999) assert that proficient language learners might not engage in all aptitude aspects. Some individuals may have excellent memories but lack skill in other areas. To place each learner in the best educational programs, it would be great to know their strengths and weaknesses. Since teachers serve as the students' initial role models, Ansari (2012) contends that they are crucial to the teaching of speaking. Teachers should have perfect pronunciation when instructing young pupils because they will repeat what they hear the teacher say because it is through the teacher that the students directly hear spoken English. The kids will instinctively dictate or follow the rules that the teacher sets. The kids will repeat or create the teacher's spoken phrases. Teachers should strive to set an example for their students in this regard. For young kids, speaking skills were more comfortable than reading and writing skills because they can speak or make words or phrases.

Elttayef as well as Hussein (2017) contend that the most crucial variable that might affect the learning process is the students' confidence. The kids are content since they don't want to make mistakes. As a result, the teacher must persuade them. The teacher needs to design a class practice assignment. English writing instruction for EFL students is difficult, according to Ansari (2012). The task is challenging. When educating EFL students, a teacher faces many difficulties. The majority of them never took cursive classes. We must present practical answers to the issues when teaching an EFL course. Thus, for the young learner, especially in English, reading and writing are the most challenging skills. It is more difficult to teach English as a foreign language than as a native language in Indonesia since English is not widely spoken there.

Due to the low frequency of English speaking in Indonesia. Some individuals communicate using the language of English. In accordance with Spearman as well as Eckhoof's (2014) argument because young children lack the capacity to have the diversity of understandings predicted of people during adolescence and maturity, children's ideas on sustainability are crucial. According to Shin (2006), it is critical for young pupils to love learning English for this type of instruction to be effective effective on a practical as well as a theoretical basis. In line with Nunan (2011), children are either in pre-school or their initial few years of school. Children's reading and writing skills are poor, even in their mother tongue. Fantasy, creative expression, and movement all captivate them.

Teachers and educators must possess an elevated level of skill or talent in order to engage young students in English lessons. Colarusso (2010) claims that English educators like the majority of communication arts educators, are facing increasing pressure to meet the needs of students who are diverse within not only race, language, as well as ethnic background, as well as in terms of socioeconomic status. Gajdos (2016) lists this as one of the crucial high-level skills that every teacher ought to have. These abilities can handle every level and facet of the difficulties encountered when teaching English for young students. Consequently, the following two study questions are provided by the authors:

1. What challenges do teachers confront when teaching English for young students?
2. What are the remedies for teachers that encounter issues when instructing young students in English?

II. Research Methods

The methodology involved how the researcher gathered or analyzed data. By Vanderstoep as well as Johnston (2009), this study makes use of qualitative research. The strategy will describe the goals of the research methods and information gathering. Qualitative research results in narrative and written accounts of the occurrence under study. It will emphasize the research questions for the project. Qualitative researchers collect their data through reviewing documents, monitoring participant behavior, or holding interviews (Creswell, 2014). According to Rossman & Rallis (2012), qualitative researchers can forecast how long it will take to gain access. Insights about people or environments can therefore be used in the negotiation process to get access, in addition to actual observations and interviews. Semi-structured interviews are used to gather the data.

According to Pathak and Intratat (2012), semi-structured interviews start with open-ended questions or topics. Because it is a fairly adaptable strategy for gathering more data, the researcher used a semi-structured interview. Interviews are done within the time frame agreed upon by the interviewer and the subjects.

Data collection from sources (participants) is done through interviews. The researcher may conduct focus groups containing six to eight interviewees within each group, in-person conversations, online interviews, or other types of qualitative interviews, as stated by John Creswell (2014). There are a few questions that are open-ended during this unstructured interview. To obtain the participants' ideas and thoughts, this is done.

A sample is needed so that the writers can decide on the ideal study goal. The sample included a few English teachers. The authors will go over those English teachers' points of view. Purposive sampling was used by the researcher. A deliberate sampling takes into account a small number of people whose characteristics have undergone thorough examination. Creswell (2014) asserts that the main sampling strategy used in qualitative research is purposeful sampling. Qualitative investigation. In another way, the researcher selects his or her participants and study sites such that they can consciously aid in understanding the subject matter problem and the main phenomena being studied. The study is conducted in a West Java, Indonesia, English classroom in Garut.

III. Results and Discussion

3.1 Monotonous Teaching Method

The teachers' repeated teaching style is the first issue identified. The observations show that the teachers adopt a teacher-centered strategy. Teachers must always act as role models for students during the learning process. All class activities will be requested of and demanded of the students. Students receive instruction from teachers as well. Teachers can adopt a variety of strategies in the classroom using a student-centered approach, depending on the situation. Children's confidence and communication may increase if the teacher asks them to serve as the main model. Teaching strategies including Total Physical Response (TPR), Direct Method, as well as Audio-Lingual Method are used by teachers to give materials. Teachers can use a range of techniques at a meeting to help them provide diversified instruction activities.

According to the interview, the researcher comes across a wide range of findings, including English instructor A: "When I was teaching in this situation I primarily used teacher-centered techniques because kids are hard to control if you don't direct them."

An English teacher B: "Since the students are still young, I should lead them. If we insist on giving them the central role, they will become confused".

Even so, the statements below from other teachers differ in some ways. English instructor C: "I occasionally give my pupils homework assignments. I occasionally get them to play the lead role in a class activity as well." English instructor D: "I'm attempting to alter my teaching and learning activities to be student-centered. Although occasionally, it does not function well".

English teachers can select the best methods for educating young children by looking at the concerns mentioned above. Children develop at various stages (mentally, mentally, and physically), under Yildirim by Dogan (2010), hence it is necessary to evaluate each child's potential separately. The youngest child shouldn't undergo a formal examination or assessment because they may often actively measure comprehension and production. Play is a vehicle for a variety of learning kinds, including social competency, global awareness, and subject-specific knowledge, claims Saracho (2012). Play creates the best learning environments when the setting and method are centered on children's interests of developmental stages.

3.2 Different Characteristics in the Class

The second category is the disparity in the personalities of the kids. The teacher may find it challenging to control the class since different students have different traits, including engaged learners, timid students, enthusiastic students, and silent students, according to the researcher's observations. Since young children have a range of personalities, the instructor must pay great attention to recognizing each student's distinctive characteristics. Dealing with diverse attributes is one of the challenges teachers face. Instead of focusing only on one student, the professors are going to give close attention to all the pupils in the course of study.

According to the interview, it is evident that: "In a class with a variety of student personalities, there are also children who can be very difficult to get used to, shy, not confident, as well as there are additional students that are active and which is also problematic in the class." said English instructor E.

Given that each kid has a distinct personality, teachers should be familiar with it. The teachers must devise methods for focusing on the kids. The techniques include pacing the room, making noise, and arguing with peers, and others. They will participate through direct activities or conversations with the teachers. Children should pay great attention when the teachers communicate something to them. It also makes them feel comfortable.

According to Juhana (2014), children select reading material that is pertinent to their lives. As a result, the teacher should think about developing a unique task for the pupil. If left to use their own resources in an engaging educational setting, many young learners will learn through play and discovery, however this is insufficient, according to Moylett (2014). In accordance with Myrtis & Philomena (2006), young learners often have limited focus and engage in a lot more physical activity. Children are more interested in touch objects and have a deep connection to their environment.

3.3 Managing the Class

In charge of the class based on observations, the kind of group is a small one. It might have one to eight students, but the research found that each class had three to five people. The instructor can be increasingly productive and better able to control the class by using little one-on-one groups throughout the classroom. On the contrary, because young children have a

variety of characteristics, teachers find it challenging to oversee or control courses. According to the interview's findings: F, an English teacher, says that managing the class when the kids are disruptive is challenging.

Teachers continue to have issues when attempting to manage the class. For instance, if there are six pupils, each of whom has a different quality, the teacher will need to suggest a management plan for the class. Class management is a challenging part of teaching English for young students or children. For many new teachers, controlling student behavior is the most challenging aspect of teaching, according to Nagler (2015). If the teacher can maintain authority over the class while providing useful material, she will succeed in the classroom. Effective understanding of behavioral and academic standards as well as a supportive learning environment are essential for effective classroom management.

3.4 Language Abilities

The fourth are challenging linguistic abilities. Researchers have observed that students struggle with their writing and reading abilities. Children will study the English alphabet. Less children were able to read or spell sentences and words, but they were still able to read Indonesian words or sentences, according to the researchers. The succinct transcript is available below:

English Teacher D: "In my occupation as a teacher, I struggle with students' reading and writing abilities when we wish to introduce them to English letters." Since it affects the Indonesian manner of writing, I found it challenging to educate them to write in English. To teach the young learner specific English abilities, the teachers should select the appropriate resources. Actual or genuine things help young kids better understand the subject matter while teaching information to them. For example, the teacher is interested in learning more about veggies. The teachers might offer concrete vegetables to pique the pupils' attention in what they are learning.

Saracho (2012) asserts that activities with young children should adhere to a set of guidelines that in some ways assist educational experiences and are based on the needs of the children. According to Burnard (1998), children who experience emotional and behavioral difficulties frequently have difficulty with reading and spelling. Important processes in teaching spelling and reading as well as managing behavior include choosing the appropriate portions, delivering them, and rewarding good behavior. Under Gautam (2014), to correctly teach English to children, teachers must have the knowledge and skills of how language is supposed to present at young ages.

Researchers offer solutions since the approach works well in the classroom. In the first, various media, such as games, films, music, or role-playing, are used to debate drilling tactics. Activities like the one mentioned above can help teachers come up with new ways to communicate their lessons. The second is a meeting. When the learning process starts, the class might reach a consensus among the teachers and students. Additionally, it aids in their continued confidence and responsibility after winning an election. Additional activities (science endeavors, picture-painting endeavors, and art projects) are included in the third section. Students are enthusiastic and engaged when they take part in new activities. Communication between educators and pupils can be productive. Young students' moods might change quickly. Then, educators can think about how to ignite kids' interest in learning English.

IV. Conclusion

We are conscious of the fact that English is not frequently spoken in Indonesia, especially among younger students. Young learners must master the difficulty in teaching English like a foreign language. Some problems were discovered as the learning process progressed. The need for extra supplementary resources in the classroom arises from parents' need to make sure that their kids can communicate in English. The teacher can use various teaching methods or very creative material changes to find answers for the issue. To avoid boring the kids. They might become more enthusiastic about studying English with further classroom sessions. Teaching English to young children or children is challenging for teachers. To make lessons engaging for students, teachers must put in a lot of effort and be creative. In my opinion, teachers should instruct students on how to improve your psychomotor skills and aptitudes. Therefore. As they can use English music and movies to foster students' critical thinking through auditory or audio-visual means, teachers might use art or science to excite students' interest in learning more. Since these exercises are made for young pupils or children, teachers might combine them. A creative person can help a teacher create resources. Learning can be facilitated through the arts. After the lesson, the teachers might give out prizes like stars, stickers, or so forth. As a result, educators must think outside the box to develop engaging content which will make students happy and motivated to learn English.

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