

**CHALLENGES AND STRATEGIES IN TEACHING ENGLISH TO
YOUNG LEARNERS: LIVED EXPERIENCES OF INDONESIA EFL
TEACHERS**

A THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION

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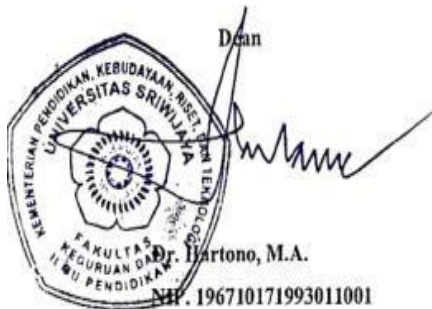
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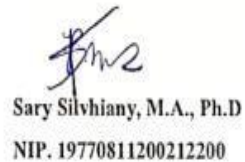
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Certify that the thesis entitled "Challenges and Strategies in Teaching English to Young Learners: Lived Experiences of Indonesia EFL Teachers" is my work, and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

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MOTTO

Verily, Allah will not change the condition of a people until they
change what is in themselves

- Quran 13:11-

DEDICATION

This thesis is sincerely dedicated to:

My self who was already finishing writing this thesis, my beloved parents, Bpk Abu Bakar & Ibu Zuria Athena, who always give me the best prayer and their encouragement at all times. Thank you for being a part of my life and for loving me endlessly

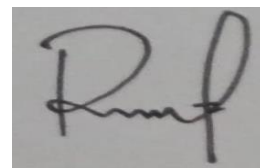
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Alhamdulillah, all praises Alhamdulillah, all praises to Allah SWT for his merciful, blessing, and guidance that has brought me to this phase, to accomplish writing this thesis entitled “ Challenges and Strategies of IEFL Teachers in Teaching English to Young Learners”. It was written to fulfill one of the requirements for Magister degree in English Language Education major, Sriwijaya University. This thesis would not be done properly without any help and support from a lot of people. Therefore, I would like to deliver the wholehearted gratitude to:

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Palembang, Juli 2024

The writer,



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ABSTRACT

A person's lived experience is a representation of his or her experiences and decisions, as well as the knowledge gathered from the actions and choices made by him or her. In this present study, the lived experiences focused on the challenges in teaching English to young learners and the strategies in dealing with the challenges. This study was framed into a qualitative phenomenological study. It had two English teachers as the participants. The data were collected by having interview and observation. Thematic analysis was applied to analyse the data from the interview and observation. The findings showed that the challenges the participants experienced were concerned with the difficulty to manage the classroom activities during the teaching and learning process, the characters of the young learners English language learners, and the use of Bahasa Indonesia during the teaching and learning process. As the strategies to respond to the challenges, the participants used games in the teaching learning process, created creative learning atmosphere in the classroom activity and encouraged the students to use English during the classroom activity. In addition, to understand more about young learners as English language learners, the participants informed themselves through reading relevant sources.

Keywords: *EFL teachers, lived experiences, TEYL, Young Learners*

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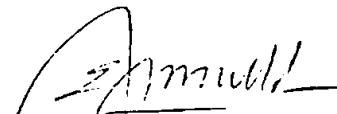
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CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, the problems of the study, the objective of the study, and the significance of the study.

1.1 Background of the Study

English language teaching (ELT), also known as teaching English as a foreign language (EFL) to non-native speakers, is an essential part of educational systems all over the world, especially in primary schools. According to Bland (2019) ELT includes teaching English to students of all ages whose first language is not English. English is now taught in school curricula all across the world, a testament to its significance in improving people's educational and employment opportunities, particularly in international organizations. Kusmaryati (2020) pointed out that English instruction in Indonesia is offered from kindergarten through university levels. To further enhance their language skills, many parents also encourage their kids to enrol in private lessons or English courses, highlighting the importance of English proficiency in today's globalized society (Nguyen, 2018)..

Teaching English to Young Learners (TEYL) is a method for introducing English to young students as a foreign language. While children might not grasp the importance of learning a foreign language. Dewi et al., (2020) and Setyarini et al., (2020) argued that there may be certain factors that help explain why teaching English to young learners is important. According to Sumarni et al., (2022), to avoid using ineffective stimulation techniques, teachers must be aware of the elements that affect young children's readiness to learn a new language, especially English. For instance, providing children with a joyful and encouraging learning environment can give them a solid basis for success in later courses that are more challenging. Following this, Adriany (2018) and Meisani et al., (2020) stated that one essential component of TEYL is building a fun and innovative learning environment.

For the majority of kids, studying English is just another part of their regular day. Although it will take some time for them to fully grasp how what

they study will affect their lives in the future, the fundamental skills they gain will prepare them for more advanced language courses. One of the key benefits of TEYL is that young students can absorb the language well at an early age (Diyanti & Madya, 2019). According to Deni and Fahriany (2020), in order for young learners to quickly pick up a language, they must use it in their everyday conversation or at the very least experience and speak it. This will help them develop the habit of using the language in their daily interactions. Also, if most EFL teachers have previously adopted some crucial components for their own students, they will have a wealth of first-hand experience and be better prepared to manage classroom activity, particularly in the TEYL environment. In order to find acceptable answers to its challenges, they frequently reflect on their own teaching experiences, which might help them become TEYL specialists.

An individual's lived experience is a reflection of their experiences and decisions, as well as the knowledge they have received through all of their decisions and experiences that have affected their job. Because lived experience is always reflected upon after it has already occurred or been lived through, according to Manen (1990), as cited in Gürsoy and Eken (2018), lived experience is always recollective action. The majority of people cannot reflect on lived experience when they are actually experiencing it, according to the aforementioned remark (cimen, 2021). Following this, Manen (1990) added that lived experiences are always in line with individual's understanding, belief, intention, action, and feeling regarding the lived experience in TEYL context. Henceforth, every English teacher who has already taught in some schools, institutions or courses will gain more experiences on how to teach their students in the teaching and learning context. In this present study, the lived experiences will focus on the challenges in teaching English and the strategies in dealing with the challenges.

Additionally, a number of studies on the TEYL context have previously been completed. According to Setyarini et al. (2020), the first prior study, teaching English to young learners is enjoyable and communicative in some way. In a second study, Kusmaryati (2020) discovered that among the issues faced by

teachers when teaching English to primary school pupils were time constraints, students' vocabulary and pronunciation proficiency, students' interests, a lack of facilities, textbooks, media, and learning materials, and an excessive number of students in the classroom. Fun activities, extra varied activities, and a basic learning level are more strategies that TEYL teachers use to liven up their class plans.

Bland (2019) and Nguyen (2018) have conducted previous research on the difficulties and methods encountered by English teachers in the classroom. Based on the condensed findings of those investigations, the trainers underscored the significance of employing suitable methodology and evaluation procedures that align with children's cognitive, emotional, and physical development during the teaching and learning process. In addition, kids can unwind and enjoy learning by adding new vocabulary to songs and activities. Using music during instruction also helps students retain new information. Young learners had very short attention spans, so it was necessary to integrate additional, varied activities to keep them interested and motivated. Having a large repertoire of activities to choose from helped. In order to cover the fundamentals, the alphabet, numbers, and colours take up a large portion of the early curriculum. Similarly, you might incorporate a lot of creativity into your lesson plans during the teaching-learning process by concentrating activities on these subjects. Consequently, whereas earlier research has concentrated on examining TEYL's difficulties and tactics, the current study intends to close the research gap by examining EFL teachers' actual experiences in the TEYL setting. The researcher is interested in revealing the experiences of the teachers in teaching the elementary classes. By sharing the experiences, the participants, researcher, and the readers in general, are able to obtain many useful aspects such as how to anticipate problems which might happen during the class, how to seek possible class activities, how to deal with children and parents, and most of all, how to empower future educators. Therefore, the researcher is interested in conducting the research on exploring EFL teachers' lived experience in TEYL regarding the phenomena mentioned previously. .

1.2 Research Problems

This study investigated the lived experiences of EFL teachers in teaching EFL. Specifically, this study asked the following research questions:

1. What were the challenges faced by EFL teachers?
2. What were the EFL teachers' strategies for coping with the challenges?

1.3 Objectives of the Study

In line with the research questions, the objectives of the study were as follows:

1. To investigate the challenges faced by EFL teachers in teaching EFL.
2. To find out the EFL teachers' strategies in dealing with the challenges of teaching EFL.

1.4 Significance of the Study

This study is anticipated to benefit researchers and English teachers alike. The relevance of the research is explored in more depth in the following paragraphs. Firstly, this study aids in the understanding of English teachers on the most efficient methods for teaching the language to younger students. Furthermore, this study will likely assist educators in devising more effective ways to overcome the challenges that come with teaching English to younger students. As a result, it can aid educators in raising their students' proficiency in English.

Second, a deeper comprehension of the participants' actual experiences teaching English to young students may benefit from this study. The researchers want to gain a deeper understanding of TEYL through this work. Those who research language teaching, particularly those who focus on teaching practices, can gain from this study. The results of this study can be used by other researchers as a theoretical synopsis of subsequent research on the same subject, and it may even be suggested for additional study. Thus, carrying out this study may also inspire other scholars to carry out studies in the same field.

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