

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter would be present finding and discussion about the problems faced by pre-service teacher of Madrasah Ibtidaiyah teacher education when teaching English to a young learner and the solution provided to be able to solve the problems for pre-service teacher of Madrasah Ibtidaiyah teacher education.

#### A. Findings

In this section, the researcher would present the results data of problems teaching English for young learner from pre-service teacher of Madrasah Ibtidaiyah Teacher Education Department that had already obtained through interview. In the interview the researcher gave some statements that related to several aspects to answer the research question and gave some questions to some of them who have problems in teaching English for young learner to gather more accurate data.

There were seven questions of the interview. Through the interview, the researcher wanted to find out about pre-service teacher of Madrasah Ibtidaiyah teacher education problems when teaching English for young learner and the solution provided to be able to solve the problem for pre-service teacher of Madrasah Ibtidaiyah teacher education. At first, students were asked about difficulties teaching English for young learner from aspects of

material preparation, learning methods, learning media, lack of motivation, time, resources, materials and capacity. Then, the difficulties teaching English through online learning that is slow internet access network, the lack of availability mobile phones, learning management, assessment and supervision

**a. The Problems Faced by Pre-Service Teacher of Madrasah Ibtidaiyah Teacher Education when Teaching English to a Young Learner**

In this part, the researcher to give a findings the results from the interview and trying to give a conclusions from that findings. The researcher explain it one by one with descriptive text.

**Table 4.1**

No.	Participants	Problems
1.	Pre-service teacher A	Difficult materials and Lack of availability mobile phones
2.	Pre-service teacher B	Learning management and Lack of learners' motivation
3.	Pre-service teacher C	Slow internet access network and Instructional media

4.	Pre-service teacher D	Difficult materials and Learning management
5.	Preservice teacher E	Lack of learners' motivation and Difficult materials
6.	Pre-service teacher F	Learning management and Lack of availability mobile phones
7.	Pre-service teacher G	Supervision and Not interested to study
8.	Pre-service teacher H	Difficult materials and Lack of learners' motivation

Nowadays, in Indonesia COVID-19 has spread very widely so the governments in Indonesia provided restrictions of teaching-learning activities by online learning activities. So, in this year teaching practice 2 just through online, the pre-service teacher doing that teaching practice 2 in their hometowns.

They have different problems when the pre-service teacher doing teaching-learning activities. The first problems faced by pre-service teacher A are difficult materials and some of students lack of availability mobile phones. Pre-service teacher A just give a link video on Youtube from WhatsApp group and then the students watching that video for study the lesson, when the students do not

understand about the lesson on that video the pre-service teacher A must give more extra to explain about material so that there are no misunderstandings. Another problems that is some of students lack of availability mobile phones so that pre-service teacher A ask some of students to give information for assignments or study together.

Meanwhile the problems faced by pre-service teacher B are learning management and lack of learners' motivations. The pre-service teacher B just give a video on WhatsApp group and then the students learning it by themself, if they are do not understand about the material sometimes their parents sending message by WhatsApp for understand the lesson more clearly. Learning management which is conducted by pre-service teacher B at the first time is going well but the learning concept used is too monotonous with the previous concept. Another problems is lack of learners' motivations because they are just study from home that make them feel bored for doing the study they are always playing games on gadget and some students ask their parents to do their homework.

The problems faced by pre-service teacher C are slow internet access and instructional media. Same things with pre-service teacher A, the pre-service teacher C just give a link video on Youtube too but when they want to watching video for study about the lesson some students have a problems in slow internet access that can make them very difficult to study. Another problems is the

learning just through online learning pre-service teacher or the teacher just used instructional media that is just watching video on Youtube for study.

Then, the problems faced by pre-service teacher D are difficult materials and learning management. This problems same things with pre-service teacher B they are just give a video on WhatsApp group then the students watching the video and learning it by themselves. And about the difficult materials that is same things with pre-service teacher A.

The problems faced by pre-service teacher E are lack of learners' motivation and difficult materials. This problems same things with pre-service teacher B the students feel bored for study online learning. Another problems that is same things with pre-service teacher A.

The problems faced by pre-service teacher F are learning management and lack of availability mobile phones. This problems is same things with pre-service teacher teacher B they just monotonous give a link video for study. Another problems that is same things with pre-service teacher A some of students do not have mobile phones.

The problems faced by pre-service teacher G are supervision and not interested to study. Because the learning through online, pre-service teacher or the teacher do not know how they the students study at home. They only know that the students have finished doing the assignment very well. Another problems is the students

not interested to study because they are just study at home some students too much fun playing gadget than studying or playing with their friends.

And the last the problems faced by pre-service teacher H are difficult materials and lack of learners' motivation. That problems same thing with pre-service teacher A, pre-service teacher or the teacher just give a link video on Youtube or give a video on WhatsApp group. Another problems that same things too with pre-service teacher B some students choose playing games on gadget because that is too much fun than studying.

**b. The Solution Provided to be Able to Solve The Problems for Pre-Service Teacher of Madrasah Ibtidaiyah Teacher Education**

This research aims to give solution provided to be able to solve the problem Pre-Service Teacher of Madrasah Ibtidaiyah Teacher Education from students at Antasari State Islamic University. From interview, the researcher got the results through online.

Some pre-service teacher or the teacher give a link video on Youtube then the students watching that video for study the lesson so that students study by themself and some of them just give the video on WhatsApp group for explain the lesson to the students although the pre-service teacher give the example in the video maybe some students do not understand what the pre-service teacher explained because students' level to understand that is a

different level, some students maybe understand the lesson quickly and another students not yet understand or not at all understand. So, if the pre-service teacher when to give example the pre-service teacher used a learning media which make the students easier to understand about the lesson.

Pre-service teacher or the teacher have a difficulties about learning management because they just give a link video on Youtube for the lesson that always monotonous for teaching-learning activities or just ask to students doing their assignment. If some students do not understands about the lesson, the teacher take a policy so that students go to school one day a week for give assignment and takes the assignment again then also the teacher explain the lesson more clearly to students so the students at least there still face to face learning.

If the difficulties they face likes students are less understanding English lessons so they must to provide the best guidance so that students can be motivated in the learning by give the easy understanding, for example such as the basic lesson was given earlier to develop their mindset may give a vocabulary in a book or songs to make learning be enjoyable.

If students who the difficulties with English pronunciation should be given exercises in the pronunciation of each study, is a simple way it all began with the five vocabulary it used to read over and over until it was pronounced properly. Then, after that do not

adding five vocabulary again but gradually give to them so that they could remember the pronunciation of the previous vocabulary.

And also the problem is the students have low motivation, it has been explained before if the pre-service teacher wants to teach should be prepared for anything and should know about the consequence when teaching. Teaching for students it is not always the students just listening or writing about the lesson but the students should be talk active too when they are study because if the students talk active that can make the students be able to speaking English. Give them the easier material or English vocabulary so that they can to study slowly to understand, for example use word card to give example English vocabulary and then the pre-service teacher read that English vocabulary so the students repeat what the pre-service teacher said and memorize that English vocabulary.

Giving the student understanding that English is fun that is not difficult to learn. Give the different methods of teaching to make the atmosphere or class management in the class that can not boring and they are enjoy it about the English, it is likes being playing games and invited them to around the school or another places for introducing English vocabulary. Sometimes, when teaching in the class the teacher used the method Total Physical Response (TPR) example the teacher give to students about conversational dialogue or role playing. Or maybe sometimes the teacher used the method Audio-Lingualism example the teacher read the dialogue text



repetitively and than the students listen carefully without see the dialogue text so after that the students imitate and memorize the dialogue text simultaneously.

## **B. Discussions**

The researcher displayed the result of this research on the interview. The data analyzed and reported systematically based on the problem statement about the problems faced by pre-service teacher of Madrasah Ibtidaiyah when teaching English to a young learner and the solution provided to be able to solve the problems for pre-service teacher of Madrasah Ibtidaiyah teacher education.

### **a. The Problems Faced by Pre-Service Teacher of Madrasah Ibtidaiyah Teacher Education when Teaching to a Young Learner**

In this research, the researcher trying to answer the first research question based on the theory on the chapter two and instrument results. Michael (2015) argues that students can have various difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, orthography and vocabulary usage. Cameron (2001) states that the continuing growth of teaching English for young learners brings a number of challenges.

The researcher got the answer from the instrument results that pre-service teacher there is trouble in teaching English to a young

learner. They are teaching in various ways so that make students can understand the English vocabulary, the pronunciation and also created atmosphere in the classroom.

The researcher conclude that if pre-service teacher when teaching English faced the problem they are must be prepared first before teaching because if they are do not have prepared, they will be confused how to explain to students. Because mostly some of students do not understand about English, so their mission must give understand or give the example that is easily and clear to students.

In his major study Hamalik (2013, p. 12) discusses gives definition of teaching problems in two dimensions, those are dimension of components and the interactions among the component. The components are learning goals, teacher, teaching plan, teaching media, learning strategy and teaching evaluation. The interaction among components mean that the components are synergies and dynamic. Commonly, the problems that are faced by teachers in the teaching are material, method and media.

Lynch (2008) argues that found some aspects that become 1) Problem in teaching English lack of learners' motivation, 2) Insufficient time, resources and materials, and 3) Over-crowded English classes.

Some teachers' problems in online learning described by Jamaluddin et al. (2020, p. 31) explained that a number of teachers experienced problems in the implementation of online learning

include the application of learning, slow internet access network, availability of mobile phones, learning management, assessment and supervision. Meanwhile, Syarifuddin (2020, p. 300) said that some of the problems encountered during learning online, starting from signal limitations and the availability of devices on each student. Some parents or students have never been familiar with gadgets and confusion so that they do not complete the tasks given by the teacher.

If pre-service teacher want to teaching English they are can using a variety of learning strategies, as discussed Good Housekeeping (2016) there are several learning strategies used in the English young learner teaching process for elementary school example role-playing, story map, modelling and demonstrating, outdoor activities, drawing and coloring.

#### **b. The Solution Provided to be Able to Solve The Problems for Pre-Service Teacher of Madrasah Ibtidaiyah Teacher Education**

In this research, the researcher trying to answer the second research question based on the theory, instrument results and the conclusion.

Ormond (2006) states that problem solving is using existing knowledge and skills to adress an unanswered question or troubling situation, while problem based learning is approach to instruction in

which students acquire new knowledge and skills while working on a complex problem similar to those in the outside world (p. 111).

The data results obtained from interview pre-service teacher have the problems which students not interest for study about English because the students thinks that English is very difficult to learn. So, pre-service teacher trying to give a good understanding if students do not understand the English lesson.

Teaching English to adults is different from teaching students in the junior high school or senior high school because students in the elementary school still in the developing stage to learn many things. To attract their attention then the teacher must be able to teach in a creative and unique ways, so that students do not get bored of learning English in the class.

Trawinski (2005) has argued that they can facilitate specific aspects of the learner's competency such as communicative and individual's emotional state that related to the learning process. To teaching English for students the teacher must be patient about the process when students do not understand the lesson. Ting (2009) states that students are able to overcome their weakness in some learning styles with suitable strategy training and learning strategies can influence students' learning achievements.

Good Housekeeping (2001) recommends learning strategy factors also enhance to be good learners, classifies the characteristics of the good learners that : is an enthusiastic and accurate guesser, has a strong drive to communicate, is uninhabited

and ready to make mistakes, emphasizes on form by looking at patterns and using analysis, take improvement of all practice to opportunities, monitors his or her own speech and that of others and pay attention to meaning.

In addition to know about learning strategies the teacher must know too about teaching strategies and the method of teaching so if the teacher want to teaching they are already know what to do and suitable. As discussed Good Housekeeping (2008) there are several learning strategies used in the English young learner teaching process for elementary school students : role-playing this strategy will help students to develop interpersonal skills, story map this strategy that uses a graphic organiser to help students sequence events of a story; poem; video or scenario, modelling and demonstrating this strategy in shared reading and writing to ensure that children understand both of the process, outdoor activities this strategy the students who have had little previous experience in outdoor settings may require reinforcement of appropriate rules of behaviour, drawing and coloring this strategy not only provides the basis for other creative activities like painting, sculpture and printmaking but it also provides a direct link with reading, writing and especially mathematics.

In a recent study, Freeman (2000) found the most popular methods on which teaching English to young learner is based are the methods example the Audio-Lingualism is designed to teach a certain form for example a correct sentence in Present Simple.

Small changes are being performed on the drill so that the students would constantly learn but also to prevent them from making mistakes, Communicative Language Teaching (CLT) in order for any learning to take place, group members first needed to interact in an interpersonal relationship in which students and teacher joined together to facilitate learning in a context of valuing each individual in the group, The Silent Way in their findings (Richard & Roger, 2001) the silent way is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible. In this method, teacher should be silent and students should be more active. Teacher will ask students to say something based on the instruction, Suggestopedia Larsen and Freeman (2000, p. 73) refute the argument suggestopedia, the application of the study of suggestion to pedagogy has been developed to help students eliminate the feeling that they cannot be successful of the negative association they may have toward studying and thus to help them overcome the barriers to learning. This method concerns with the mental of the students. It focuses on how to make the students relax and fun in class, Total Physical Response (TPR) Asher (2009) states that the basic idea is that students are not being made to speak, their main task is to listen to the teachers instructions in the foreign language and respond to them and only if they feel ready they can start speaking in that language (p. 187) and Grammar Translation Method (GTM) is a method of blending in grammar

and translation. In this method the students be supposed to can translating the sentence and can understand what the sentence means, and also can analyzing the grammar structure of the sentence.

If the teacher when teaching that suitable with characteristic of the good learner then the teacher will use the teaching strategy and the methods because it will be very easy and fun of the lesson. The teacher already given some examples how to conduct and confront the difficulties of students.

From the discussions presented by the researcher above, the researcher can be concluded that the pre-service teacher problems when teaching English to young learner, eventhough; Pre-Service teacher of Madrasah Ibtidaiyah was not from English department. So they are just teaching English as much as they know from a book or a college experience and asking knowledge with others.