

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter consist of the answers and classifications of the research questions in chapter one. The researcher explained finding data and discussion, the finding data from observation, interview and documentation.

A. Findings

This chapter present findings on data analysis of English for young learner teacher in teaching in new normal era at SDN 4 Selat Hilir and SDN 5 Selat Hilir Kuala Kapuas.

1. Teachers' implementation in teaching English to young learner.

To answer the first research question, the researcher used the result of observation data to know how teachers implement of teaching English to young learners in new normal era.

In implementing lesson in the classroom, teachers are expected to create the effective learning so that students can develop optimal learning abilities and reduce obstacles that will be obtained by students.

The researcher displays the findings type of implementation in teaching english to young learner in new normal era from the result of observation checklist into the descriptions below:

a. Implementing Good teaching strategy

From the results of observation, the English teacher at SDN 4 Selat hilir and SDN 5 Selat Hilir they used are recalling Memory

strategy, ice breaking strategy and game. This type was found in the first, and second observation

Teacher A: At the beginning of the lesson in pre-teaching the teacher asked some students to come forward, to write down what they still remember about the learning material last week. This can train students' memory or also called recalling memory strategy, it also trains students' vocabulary skills to know how to pronounce and how to write words correctly.

In the second observation the researcher found that teacher implementing games about the topic that they have learned, the students look very excited when learning using this strategy, but learning to use this game must also be related to the material being studied the game implemented in while-teaching.

Teacher B: At the beginning of the lesson in pre-teaching the teacher aopening the lesson, greating the students and asking about the last material that they have learned. This can train students' memory or also called recalling memory strategy to remember the material they have learned before.

In the second observation the researcher found teacher implementing ice breaking by clap hand about morning, afternoon and night. This strategy can make students focus to the lesson, and connecting to the next material they will learn, this strategy implemented by the teacher in pre-teaching.

b. **Implementing Good Teaching Method**

From the results of observation, the English teacher at SDN 4 Selat hilir and SDN 5 Selat Hilir they used turning lesson into song and review vocabulary through role play.

Teacher A: the researcher found that teacher turning lessons into songs as teaching method by asking the students to sing together, the song is about describing people then the teacher play the audio and students follow the song.

In the 4th grade of Elementary School the teacher teaches basic material such as vocabulary about numbers, days and things around them. In the 5th grade students starts learning grammar such as, she, he it, has have, and in 6th grade they were taught how to ask permission and pray in English

Teacher B: Teacher implementing Teacher Turning Lessons into songs and Review vocabulary through role playing as teaching method by ask students to sing together, the song is related with the material they have learned, the materi is about days of the week. Because it still class three teacher gives the basic material.

In the third observation teacher implementing review vocabulary through role play. Teacher give example by demonstrate with movement about the vocabulary and students follow it. This method applied in while activity.

c. **Implementing Good Teaching Techniques**

From the results of observation, the English teacher at SDN 4 Selat hilir and SDN 5 Selat Hilir they used Listen and Identify, Listen and Repeat, and listen and do.

Teacher A: the technique that teacher use in this study was applied in while-teaching by listen to the audio and see the picture on your book, identify the picture based on the audio that student listened. The teacher playing the audio and ask students to identify the picture about describing people.

Teacher B: this strategy was applied by the teacher in while-teaching, students, listen to the teacher and repeat after the teacher, about the vocabulary they have learned. This method can make students easily remember the vocabulary.

In the second observation teacher applied listen and do method by giving the vocabulary and practicing the meaning of the vocabulary and students follow it.

d. **Assessing students**

From the results of observation, the English teacher at SDN 4 Selat hilir and SDN 5 Selat Hilir they used daily test as the teaching assessment

Teacher A: Students do daily test by listening to the audio and they circle in the text book about what they hear on the audio. In assessing the students if there is time left the teacher checks the assignments together with the students, so that students know where

is the mistakes are and the teacher knows which students who do not understand the lessons that have been given.

Teacher B: Students do daily test by making a short sentence about the material they have been learned before, this assessment can help teacher to know how far the understanding of the students about the lesson, and check it one-by-one and also teacher helping the students who have difficult in making the sentence.

e. **Implementing interesting teaching media**

From the results of observation, the English teacher at SDN 4 Selat hilir and SDN 5 Selat Hilir they used textbook, speaker, audio, white board and marker as the teaching media.

Teacher A: She implemented the teaching English to young learners by using text book, audio and speaker as the teaching media.

Teacher B: She use text book, audio, speaker, white board and marker as the teaching media

From this result, the most dominant implementation that teacher use in teaching English to young learner in new normal era are Using recalling memory, ice breaking, vocabulary writing and game as the teaching strategy, Turn Lessons into songs and Review vocabulary through role playing as the teaching method, Implementing Listen and Repeat, Listen and Identify and listen and do as the teaching techniques, and using audio, speaker, textbook, marker and white board as the teaching media and implementing daily test as the teaching assessment.

2. Challenges faced by teachers in teaching English to young learners in new normal era.

To answer the second research question, the researcher used the result of interview data to know what are the challenges in teaching English to young learner, from this interview it can be seen that each teacher has their challenge in teaching English to young learner. In the interview, it can be seen that every teacher has their Challenge in teaching English to young learner in this new normal era.

The findings of the research show that there are five challenges faced by the teacher in teaching English for Young Learners in New Normal Era, they are:

1). Lack of Motivation in Learning

Motivation in learning is very important,

Teacher A: *“I have problem in teaching Eyl in increasing the interest of students in learning English caused by the length of online learning during the pandemic”.*

Teacher B: *“I found that Some students lost spirit to learn English in the classroom, such as lazy to write the material given by the teacher because they do not focus to the lesson”.*

Based on the result of interview, it was known that the problems faced by teachers were related to the motivation of the students in learning English because the length of online learning

during pandemic and they often playing hand phone at home, that can make them lazy to study and not focus to the lesson.

The solution from the teacher to increase students' motivation is creating an interesting learning by turning the lesson into song and also playing a game connect with the lesson and don't get tired of motivating students for always stay motivated in learning to make students feel excited in learning English.

2). Managing the Classroom

Managing class can affect the teaching-learning process. Both teachers and students in a good situation are easy to realize the successful teaching and learning process.

Below is a conversation between the researcher and Teacher A (TA) and Teacher B (TB) to find out the data:

Teacher A: "I have a little bit difficult to manage students in the classroom, because

Teacher B: " I also have problem in managing the students

3). Less Attention

Teacher A: *"I have challenges in teaching English to young learner in the attention of students, some students pay less attention to lessons when teaching process"*.

Teacher B: *"The challenge that I faced is in managing students in the class to make students focus and pay attention to the lesson, I have do my best for managing students in the classroom during*

learning process. I tried to make the material and assignments as interesting as possible, so students can easily understand the lesson and pay attention to the lesson”.

Based on the result of interview, it was known that the problems faced by teachers in teaching English to young learner in new normal era were related to the Attention of the students during teaching process. The attention of the students is important in learning process, if the students pay attention to the teachers’ explanation so they can easily understand about the lesson.

The solution for that problem that given by the teacher is: The teacher makes learning strategies by collecting interesting learning materials, so students don't get bored and pay attention to the lesson. The practice questions are also packaged more attractively like quizzes.

4). Lack of Discipline

Teacher A: *I found there are some students who chatting with their friends and playing with their friends when the teacher explains the lesson”.*

Teacher B: *“I found challenges in students discipline during the teaching and learning process, such as do not concentration and focus on the lesson that have been taught, sleepy and distracting, come late to the class”.*

Based on the result of interview, it was known that the problems faced by teachers in teaching English to young learner in new normal era were related to the lack of discipline. The problem of children's discipline during learning process as mentioned by the teacher, this problem can hinder the smooth of teaching and learning process.

5). Students' Ability in English

Teacher A: *"there are some students lack of confidence when speaking in English because they are afraid of making mistakes in speaking or answering questions"*.

Teacher B: *"Students Lack of vocabulary, they still don't know the basic vocabulary, speak less in English, but listening and repeating strategies can make it easier for students to remember and increase their vocabulary"*.

Based on the result of interview, it was known that the problems faced by teachers in teaching English to young learner were related to the ability of the students in English, student's ability in speaking English and students' knowledge in English vocabulary. This was known through the level of understanding of children's English ability.

The solution for that problem is asking the students to practice reading short conversation in pairs and giving an example

how to to pronounce it to make them more confident in reading or speaking english.

The teacher also do listen and repeat activity to make them easy to remember new vocabulary and correct if there is wrong in pronunciation.

B. Discussion

Based on the identified problems above, the researcher would discuss the whole identified problems in this research entitled “teaching English to young learner in new normal era (Challenges and implementation)”. Here is the discussion:

1. Implementation of teaching English to young learner in new normal era

This study was conducted to figure out how teacher implement teaching English to young learners in new normal era In general, those challenges can be categorized as follow:

a. Implementing good teaching strategy

According to the data in table 4.1 (Lestari, 2019) teaching English to young learners have some strategies that can be implemented some of them are Recalling Memory, ice breaking and game.

This is in line with the teachers in SDN 4 Selat Hilir and SDN 5 selat Hilir. In this study teacher implemented three teaching strategy that teacher use in teaching EYL they are Recalling Memory, ice breaking and game.

Those teaching strategy are impotrant to make students enjoy, happy and easily understand about the lesson during teaching process in this new normal era.

b. Implementing good teaching method

Based on the data gained in findings, according to (Raquel Thoesen 2021) Turning Turn Lessons into songs by rutning Vocab, grammar, and dialogues into catchy tunes is and reviewing vocabulary throuh role play is a fabulous method for teaching English to young learners it can make students easy to remember the vocabularies.

This is in line with the English teacher at SDN 4 Selat Hilir and SDN 5 Selat Hilir in teaching English to young learner in new normal era, that the English teacher was used Turning Lessons into songs and Review vocabulary through role playing as the teaching method, to make students enjoy the lesson, easily understand about the lesson and easy to remember the vocabularies.

c. Implementing good teaching techniques

According to Ahmad Jazuly (2018) stated that there are some kinds of teaching techniques of teaching English to young learner (TEYL) that can be used and selected by EYL teachers, some of them are Listen and Identify, Listen and Repeat, and listen and do.

This theory related with the teachers' implementation in teaching English to young learner in new normal era in SDN 4 Selat Hilir and SDN 5 selat Hilir, the teaching techniques that teacher use can make

the lesson more interesting and students not feel bored during teaching process.

d. Using daily test as an assessment

According to (Lestari, 2019) Daily Test is conducted after the material of each chapter has been learned by the students. By implements this daily test teacher can easily know how far the understanding of the students and can assess the students directly.

This theory related with the teachers' implementation in teaching English to young learner in new normal era, the Assessment that teacher use can see how much the understanding of the students about the lesson.

e. Implementing interesting teaching media

As stated by Aini (2013) using appropriate instructional media is one of the key principles in creating effective instruction, instructional media is all material that can be used by the teacher to conduct teaching learning activities and support students in reaching instructional objectives. (P.198)

This theory related with the teachers' implementation in teaching English to young learner in new normal era, the media that teacher use can help students easily understand the lesson and make teacher easy to deliver the lesson.

2. Challenges in teaching English to young learner in new normal era

This study was conducted to figure out problems in teaching English for young learners in new normal era and the solutions to overcome them, In general, those challenges can be categorized into 5 they are :

a. Students Motivation

According to McDonough (1983) in Budiana and Djuwari (2018), “motivation of the students is the most significant factors influencing their success or failure in learning the language” (p. 196). Based on the statement above the researcher found the problem in teaching Eyl in increasing the interest of students in learning English caused by the length of online learning during the pandemic. Some students have a low motivation in learning English.

To overcome that problem teacher can make lessons as interesting as possible such as playing games, turning lessons into songs, to make them excited again in learning and they find it easy and fun to learn English.

b. Students Attention

To keep the students focus in the lesson is one of the problems in the teaching process, according to (Harmer, 2010), one of the challenges in teaching young learners is to keep them focused during the teaching process. Their nature is that they are more easily distracted. Young children have a limited attention span; unless the

activity is very attractive, they can easily become bored and lose interest in about ten minutes. (p.82).

Based on the explanation above the researcher found similarity in the challenges in teaching English to young learner in this new normal era, teacher found some students pay less attention to lessons when teaching process.

To encourage and keep students focus on the lesson, teachers implement an interesting activity and make students active in the classroom by ask them to do daily tasks related to the lesson.

c. Students Attitude

According to (Anggraeni,2017) there are several aspects related to personal problems, one of theme is “attention-getting attitude”. The students hope to obtain other's attention by doing an impolite attitude. (P.10).

The statement above is accordance with the researcher found in this research students doing impolite attitude during learning process such as walking around the class during lessons and some of the students are less active during the lessons.

To overcome this problem by give advice to the students and admonish them well.

d. Students Discipline

According to (Harmer, 2010) It is a nature of them that they are easier to get distraction. Young children have limited attention span;

unless activities are extremely engaging, they can easily get bored, losing interest after ten minutes or so.

The statements above indeed the same as the researcher found on the field. The lack of students' concentration and students' focus on the lesson that have been taught, sleepy, distracting, chatting and playing with friends when the teacher explains the lesson. And also teacher found difficult to manage and often having a chat with their friends and use smartphones during teaching process. In this school every class have different characteristic.

To overcome this problem, teachers have several solutions by come to students' chair and ask them to do activity such as reading what the teacher wrote on the blackboard, and making a short sentence to make them focus on the lesson.

e. Students' ability in English (Vocabulary and Confidence)

Explained in (Nur Asma Riyani 2017) vocabulary plays an important role in learning English, it is a core component of language proficiency in mastering English well, students should have sufficient vocabulary because vocabulary is needed in four language skills, they are listening, speaking, writing and reading. Those skills support each other.

Self-confidence is an important skill because it is the first step to progress, development, achievement and success; most important asset would be; the natural tendency to make people trust someone. (Talilah,

Selfy Aveline ,2013) Based on the explanation above, the researcher found challenges in students' vocabulary ability and students' confidence in speaking English in teaching english to young learner in this new normal era.

To overcome this problem teacher, to improve student vocabulary the teacher can use listen and repeat method so that students can easily remember the vocabularies, and can also can use teaching media such as pictures and flash cards. To increase students' confidence in speaking English the teacher can practice speaking in pairs with friends, so that they do not feel afraid and ashamed to speak English.