

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of this research and discussion on the research title. The findings of this research explain about what are the teachers' preparation in implementing English as a foreign language subject and the challenges that are faced by the teacher while teaching English in SDIT ANIC Banjarbaru. The researcher presents the findings and discussion that the researcher had observed.

A. Findings

There are two research problems that need to be answered in this study. The first question is what are the teachers' preparations in implementing EFL in the classroom? And the second question is what are the challenges that the teacher faced while implementing EFL in the classroom? The data of this study were acquired from the results of observations and interviews from the teachers and several documentations.

1. The teachers' preparation in implementing English as a foreign language class

This part focused on the teachers' preparation that the teachers have done before conducting an EFL class. In addressing the main focus of this research, the information contained in this section will be divided into five sections that will explain the results of the observations and answers from the participants, from P1 to P3.

a. Teachers' education and experience background

One of the important things that prepares a teacher before teaching in class is to pay attention to his or her educational background or experience. This can be related to the suitability of understanding the material or learning method, the method used, and the way the teacher deals with students in his class. In this case, the appropriate educational background and experience can create an effective and efficient teaching and learning atmosphere.

Based on the findings of the interview, it is known that P1 used to take education before becoming a teacher in college in the English education department. During her studies, she also participated in the PPL program facilitated by the campus as an experience and practice of teaching directly to students at school. In addition, another experience that P1 has is that she has been a teacher at a tutoring institution in the field of English.

"I am a graduate of English education at UIN Antasari Banjarmasin. I have never participated in the PPG program, but we were facilitated by the campus to go directly to the field during the PPL."

From the answers given by P1, educational background that she has is suitable for the field she is currently working in, namely in the field of English education. Which will greatly support her performance when dealing with students and teaching in the classroom.

Furthermore, P1 also gave an explanation that emphasized how her previous education and experience can help her in designing and implementing learning directly. P1 explained that in the past she was given guidance on how to make lesson plans, determine appropriate methods, choose teaching resources, as well as media and technology used in the learning and teaching process. These kinds of things can make the teacher preparation process easier and can make the teaching and learning experience in the classroom effective and efficient.

“My previous experience really helped me when teaching and preparing lessons. We were taught and trained to be able to make lesson plans, determine methods, material sources, tools and materials, and media used.”

Then, the answer given by P2 also corresponds to the answer given by P1. P2 explained that he also came from the same educational background, which is a graduate of English education. However, she had more experience after her studies compared to P1. P2 explained that in addition to the PPL program she participated in during college, P2 had also been a substitute teacher in Islamic religion subjects at an elementary school and participated in a training program as a Qur'an teacher.

“My educational background is a graduate in English education. I have never participated in PPG, but when I was in college, I participated in the PPL program. I also taught English courses and was a substitute teacher at Sungai Miai 4 primary school for four months. In addition, I also participated in teacher training but it was not related to English, but as a Quran teacher.”

P2 then explained how his educational background and experience can help him to become a good English teacher. With this experience, he knows what things need to be owned, prepared, and what he needs to do before teaching directly in the classroom. As he explained earlier, he had taught in high school and even as a Quran teacher, which is a bit different from what he is doing now, which is teaching English in elementary school. Even so, he thinks that although it requires a little adjustment because there are some differences with the previous one, at least he is more prepared than before to focus on teaching and creating a good and effective learning environment.

“I found the experience helpful, as I came to know some of the things I need to do to be a good teacher. What I need to prepare and do. Although there are differences where I previously taught high school and now in elementary school, there needs to be an adjustment, but at least the basics are still the same.”

Meanwhile, the answer given by P3 was unique compared to the other two participants. P3 explained that her background is not related to English education, but she is an agriculture graduate. What makes her experienced and proficient in the field of English comes from the various activities she has participated in since junior high school. She often participates in various extracurricular activities related to the field of English such as the English debate organization. Apart from that, she

also loved to read English books, which is also something she was passionate about during her time in the organization.

“My educational background actually does not relate to what I teach now. Actually, I am an agriculture graduate. While my ability in the field of English is from organizational experience. The organizations that I joined from junior high school to college were English-based such as extracurricular activities or debate organizations, the books used were mostly in English.”

“These previous experiences are very helpful in preparing for English learning. For example, when I was confused in determining the materials and methods that I would use in teaching.”

Furthermore, from P3's presentation, she explained that she gained experience in teaching through training in a learning community that she joined. In addition, she also became a teacher at a private tutoring institution. Which then the various experiences P3 has help her to be able to create a good and organized learning environment because she already knows the various things needed to be a teacher in the classroom. More specifically, P3 explained that her experience can help her in preparing herself and preparing materials before entering the classroom and teaching them to students.

Based on the answers given by all participants, both P1, P2, and P3 have educational backgrounds and experiences that are in accordance with the field they are currently teaching. Although there are some differences, such as P3 who is not a graduate of English Education, she still has the necessary knowledge to become a teacher in the field of

English. Which, the knowledge and ability to become a teacher she got not through formal education, but obtained from organizations and activities outside the classroom that she participated in during her education. From the answers of all participants, it can also be concluded that all of them got benefit from the educational background they have, such as determining appropriate teaching methods, how to deal with students in the classroom, how to deliver material well, and other things needed to become a good English teacher.

b. Choosing and preparing the suitable material to be taught for the students

This section will focus on discussing what sources are selected and prepared by teachers at SDIT ANIC to be used as learning materials. In addition, the reasons why teachers use these resources will also be included in the discussion below. This is important to ensure that the teaching materials selected are in line with the needs of the students and the learning objectives that have been set.

From the observations conducted by the researcher on the sources chosen and prepared by the teachers at SDIT ANIC as source materials for English language learning, it was found as follows. The teachers at SDIT ANIC Banjarbaru use a book called "Handbook of CEL". This is a specific book from ICES (International Cheerful English School), an English language learning institution located in Banjarbaru. SDIT ANIC uses this book because the school cooperates with the

institution. This book is not divided by class like most school textbooks. However, this book from ICES divides it based on the student's ability level, the first is Chipel level, level 1, and level 2. In addition to the book, teachers at SDIT ANIC also use several other learning resources taken either from books or the internet according to the learning needs in the classroom.

To support the above observations, the following are some of the answers given by the participants regarding the source materials used. First, P1 explained that in teaching English in the classroom, this book from ICES is the main sourcebook she uses. According to him, the system of dividing student levels as a reference for organizing the material in his book is very helpful for determining students' needs according to their ability level. So, students can easily understand what is taught in class because it has been arranged in such a way according to their level. P1 then explained that in addition to using the ICES book, there are some things that she takes from the internet to support the learning process, especially English songs taken from the YouTube.

“For the book that I myself use, it is a book from ICES, so the material and exercises are taken from there. I think this book is good because the division is based on the student's ability level, not per class so it's easier to understand. For sources outside of the book itself, I mostly take it from YouTube for songs.”

Similar with P1's answer, P2 explained that in determining the source of teaching materials, he stated that most of the sources he used were from the ICES book and took from the internet. However, P2 explained that because he is an English teacher as well as a homeroom teacher, most of the materials he takes are not too fixated on the material in the book, which is the material for learning English itself. He explained that in compiling and preparing materials, he focuses more on vocabulary materials and materials about English songs that children can sing together.

“For the source material used, we determine it ourselves, it can be from the ICES book or the internet, so whatever. Where the focus of the topic is as simple as between children being able to mention sentences or sing songs.”

Slightly different from the two previous participants, P3 stated that she did not rely too much on books from ICES, but she mostly compiled her own materials according to the needs and abilities of students. According to her, since she is now teaching grade 6, her current focus is on teaching listening. However, what is contained in the book from ICES does not contain that skill so he mostly takes it from other sources. Another thing she considers is the source material that contains many practice questions, this aims to provide evaluation for students periodically. Regarding one of the outside sources he uses is the Atlas book, according to her the book contains listening material whose audio and video can be accessed directly through the link or barcode listed on

each material in the book so that it facilitates the teaching and learning process.

“In determining the sourcebook, I look for a lot of practice exercises, and for the ICES book itself I rarely use it. Because I teach in grade 6, so I focus more on listening and in the ICES book there is not much listening so I mostly take it from other sources. One of the books that I use is the Atlaz book, it contains a lot of listening material, the video and audio are also easily accessible because there is already a link to the website.”

Based on the answers given by the three participants, it is found that the book that is the main source for teachers in preparing materials for English language learning at SDIT ANIC is a book from ICES. Apart from the fact that the school cooperates with the institution, the selection of the book also supports language learning for students. One of the reasons is the division of levels based on students' ability levels, so that students can more easily accept and understand the material taught by the teacher. Although the book has shortcomings so that on several occasions teachers have to take other sources from the internet, the ICES book remains a top priority in the selection and preparation of materials for students because some of its advantages can support the achievement of the learning objectives that have been determined.

c. Determining the suitable method to teach the students in the classroom

This section will focus on the various methods and strategies that teachers use to teach students in English classes. In addition, the reasons

why teachers use these methods in the classroom are discussed. This is important to note in order to gain an understanding of the appropriate methods and strategies to use in teaching English to young learners.

Researcher have conducted several observations that have been made for several times by observing the teaching and learning process in the classroom, it was found that: In the classroom, teachers use a variety of teaching methods in delivering material to students. For example; First, the teacher will ask the students some simple questions about the material that will be the topic of learning that day, such as: 'Does anyone know what animal has big ears and a long nose?' or 'Name one animal that has wings and can fly!' Then, the children will answer out loud, 'Elephant!' or 'Bird! Bat!' and so on. After that, the teacher will begin to enter the delivery of material about animals and their characteristics. In the delivery, the teacher will use English first, then give a translation and explain it in Indonesian so that the students will understand better.

After the delivery of the main material, the teacher gives several questions which will then be answered by randomly selected students. This random selection is intended to make the students focus on the teacher and get ready if they are chosen to answer the question. Then, after the practice phase, the teacher will find an English song about animals from YouTube. The song is played and the students are asked to stand up and sing the song together.

Based on the observation in this meeting, it can be concluded that in teaching children, the English learner teacher uses the Grammar Translation Method or known as GTM as well as Audiolingual Method to be able to deliver the material effectively. This method is used by considering the students' English language skills which are still not very good, so it needs habituation while using explanations in their native language. In addition, the audiolingual method is intended to make learning fun for the children, considering that at their young age, they are very interested in various activities that can entertain them in the classroom. Moreover, in its implementation in the classroom, the teacher unconsciously also applies the principles of the suggestopedia method. Where the teacher builds a positive learning atmosphere with various activities carried out by the teacher towards the students in the classroom so that students feel comfortable and more enthusiastic in receiving learning materials.

Aside from the observations, the results were also obtained through the answers given by the research participants regarding the methods they use in teaching students in the classroom. First, P1 explained that the method she uses is based on the principle of "English is Fun". When teaching in the classroom, P1 explained that she sometimes invites students to sing together, do storytelling, or also play a game by reading tongue twisters. This is intended to build a fun and enjoyable teaching and learning atmosphere for the students, so that the

students become comfortable and enthusiastic in participating in English learning. In delivering the material, P1 predominantly delivered the material directly using English with a minimum of using their native language. This is intended to further train students' language skills, especially in listening and speaking skills.

“In teaching in class, I deliver the material using English, for Indonesian it is only as necessary if there is a lack of understanding. The method itself is based on the principle of “English is Fun”, where I usually invite them to sing, read stories, or play tongue twister games.”

In contrary to P1, the answer given by P2 shows the different methods used in teaching and learning activities in the classroom. P2 explained that in the classroom, he delivered the material with a mixture of English and Indonesian to provide a good understanding of the students. According to him, the children he teaches are still not able to understand the material if they use full English, so they still need translation in receiving the material. In addition, to make the learning more interesting and make the children become focused and active in learning, P2 sometimes explains the material while performing the vocabulary he teaches. Students who pay attention to learning can also be asked to imitate the movements performed by P2 or just pay attention to him. According to him, using this method in the learning process will increase the potential for students' understanding of the material being taught.

“I personally teach as usual, explaining in English and then translating some of the vocabulary into Indonesian. Sometimes I also explain while demonstrating, the children can participate in the demonstration or just pay attention with focus.”

Meanwhile, P3 explained that in the class she usually teaches, the students are divided into two types of learners. One is an auditory learner, while the other is classified as a kinesthetic learner. This difference in types makes P3 use different methods as a treatment for teaching and learning activities in the classroom. According to her, auditory children are those who easily understand just by listening to the explanation from the teacher. Therefore, P3 uses the GTM and audiolingual methods in delivering the material. Usually, this is done by explaining the material as usual and teaching students to sing songs.

Meanwhile, for kinesthetics children, P3 uses a method similar to what P2 did before, namely giving explanations while giving examples of movements from the vocabulary learned. In addition, providing games that involve students' physical movement can also be given to support the comprehension potential of these kinesthetics children.

“In the class I teach, the children are divided into two, there are auditory and kinesthetic children, so the methods I use can alternate. Kinesthetic children understand easily if they learn while moving, such as demonstrating or playing games. Auditory children, on the other hand, like to hear explanations or sing. So, the method I often use is between the two methods.”

These various differences in answers given by each participant show the many kinds of methods that can be used by a teacher in providing material in language learning. The determination of these methods can vary depending on the needs and the condition of the students in the classroom. In addition, the use of a variety of learning methods also allows teachers to adapt their approach to each student's individual learning style. Thus, language learning can be more inclusive and effective, allowing each student to reach their optimal learning potential. In addition to considering students' needs and conditions, the selection of learning methods should also include the learning objectives that teachers want to achieve, thus providing a solid foundation for the development of students' language skills.

d. Making sure the students ready before starting the lesson

The purpose of this section is to know and understand about what things teachers do to ensure students are ready before entering teaching and learning activities. By preparing students well before entering learning activities, they have a greater chance of achieving better understanding in learning. In addition, student readiness can also help create a more positive and productive learning environment for all parties involved in the learning process.

In this research, the researcher has conducted observations to see how to prepare the students to be ready before entering the lesson. The results of these observations showed that: Before entering the lesson, the

teacher usually starts the activity by asking some questions to the students first. The things that are asked can be how the students are doing that day, whether the students are in a good condition and ask about what activities the students did at home yesterday. Then, before delivering material to the students, the teacher will do ice breaking first. This ice breaking activity can be in the form of riddle questions or games that involve student movement. This aims to build positive initial learning situations and "refresh" students' minds so that they can be more focused in receiving the material later.

In addition to the observations, the findings of this study are also supported by the explanations given by the participants in the interview sessions. In preparing students' readiness before entering the main activities, P1 explained that she would greet students first to start the class. Next, she would invite students to pray together and continue by asking a few questions related to the previous material. After they are ready enough, to maximize students' focus and enthusiasm in receiving learning materials, she will conduct a short ice breaking session so that the children's mood on that day becomes good and fully ready to enter the main learning session.

“Before entering the lesson, I usually greet the students first. If it is a morning class, I will invite them to pray then do some ice breaking. If I think their focus is good and their mood is good, then I will start the lesson.”

Then, P2 also gave a similar answer to what P1 had explained. P2 explained that before starting the lesson, he would ask his students to line up or sit in a ready position. After that, students will be greeted and asked about their condition, what they did yesterday, and then invite them to pray together. To ensure their focus is ready, P2 will give a pop quiz derived from the previous material. After a few questions are answered correctly by the students and they are already looking forward to the day's learning, P2 will start delivering the main material to the students.

“To prepare students' readiness, I usually do it by asking them to line up or sit nicely. After that the students will be asked questions such as greetings, asking how they are, good morning, and then told what will be done today. Do not forget to also pray together. When they are ready, the students will be given a pop quiz before entering. Then, I will start explaining the material. The point is that they are prepared both from their energy and mind.”

The answer given by P3 is also similar with what has been described by P1 and P2. She explained that before starting the lesson, she would greet her students and then ask how they were doing that day. After that, she would give them some riddles that could be answered by paying attention to the clues she gave. If the students were able to answer the questions, it meant that they were focused on the clues she had given earlier and were considered ready to receive the lesson.

“Before teaching, I usually greet my students first. Good morning, good afternoon, or also ask how they are doing that day. Are they okay and happy

to follow the lesson with me. Sometimes I will also give them a riddle with a clue. The clue must be focused on, so if they can answer, I consider them ready to learn.”

e. Gaining students motivation while learning in the classroom

This section focused in finding what are the teachers' way to gain students' motivation in the classroom while in the teaching and learning activity. By motivating the students, it can help to regain their focus and attention in receiving the material from the teacher. If the students have good focus in the classroom, so that the teacher can deliver the material effectively and the students themselves can receive the lesson easier.

Based on observations conducted by researchers to see how teachers motivate students in the classroom, it was discovered that: When the learning process has entered the middle phase, there are usually some children who will appear to be bored and are busy on their own, doing other things besides paying attention to what is being explained by the teacher. When this happens, the teacher will pause the delivery of the material. After that, the students will then be invited by the teacher to do various things to restore their focus and enthusiasm for learning. For example, the teacher invites them to do ice breaking by giving a short quiz with interesting delivery or while playing.

In addition, inviting students to talk about things they like will also get them re-energised. For example, the teacher will ask them about their hobbies, after the students answer, the teacher will relate the

hobbies to English. Other times, the teacher will invite the students to watch videos and sing songs in English together. These are some of the ways that teachers do in the classroom to re-motivate students when they start to look bored. After these activities, the children look more cheerful and eager to learn again.

Moreover, in addition to the observation results, the answers given by the participants also support the statements related to activities to gain students' learning motivation mentioned earlier. P1 explained how she motivates students in the classroom. According to her, when students are getting bored with learning, she will find songs or video stories in English to show to the students. The song or story shown is in accordance with the theme of the material she teaches that day. Then, the students are asked to listen to the story or ask them to stand up and sing along with their friends.

“If students get bored, I usually stop delivering the material at this point. Then, I will talk to the students about what they like while searching for English songs or videos on YouTube. If I find one, I will ask them to listen to it or sing it together in class. Usually, after this, they will be excited to continue the lesson.”

Meanwhile, P2 gave an answer about the activities he did to motivate students when they were getting bored in class. P2 explained that when students looked bored, he would give them an ice breaking session in a form of pop quizzes about the material. According to him,

if he gives ice breaking outside the context of learning, students in his class will be busy with themselves and do not want to learn. In addition, P2 also provides a “star” system for anyone who can answer the pop quiz. Thus, students in his class will feel motivated to answer the questions given to get the “stars” as points.

“For those children who are bored, I will usually give them a pop quiz as a form of ice breaking. However, the quiz that I give is still in the context of learning. The problem is, if the ice breaking that I do is outside the context of learning, they can be fun themselves and the focus is there instead. To get them excited to answer the questions, I also create a star system that can be accumulated and displayed in front of the class.”

The answer given by P3 was similar with what was explained by P1. P3 explained that when students start to get bored, she will invite them to talk about things they like. In addition, similar with P2, P3 will also do ice breaking to attract their attention. The ice breaking activity she does is by giving some interesting questions about the lesson that will make them interested again to follow the lesson and listen to the material delivered by the teacher.

“If I see that there are students who are bored, I will usually invite them to chat and discuss things that they like. If this happens, they will usually start to get excited and their motivation to learn will return. In addition, I can also give them ice breaking in the form of questions about the learning material, but accompanied by an interesting presentation so that they feel happy and excited again to learn the lesson.”

The answers given by each participant were similar to each other. When the class starts to look bored, P1 and P3 will try to invite their students to talk about things they like. By doing this, they will feel excited and happy to continue learning. Meanwhile, P2 and P3 explained that they usually also do ice breaking activities in the form of giving interesting quizzes to students. Moreover, with the star system that P2 applies, the students will be more eager to answer the questions. Another way that P1 uses to motivate students is by inviting them to watch a video story that she shows or inviting them to sing together. This will improve the students' mood and restore their enthusiasm to return to the lesson.

2. Challenges that are encountered by the teachers in teaching in EFL class for young learners

In a teaching and learning activity, there are several things that become challenges and are often encountered by teachers. These challenges can come from internal factors such as teachers and students, or from external factors such as facilities and infrastructure. In this section, the researcher will present some of the challenges that the participants, P1, P2, and P3 encountered while they are teaching young learners in the classroom.

a. Students' short attention span and their focus that are easily distracted

Children in the primary school years generally have a short attention span, which makes them unable to focus on something for a

long time. This becomes a challenge in the classroom where teachers cannot continuously provide material to students in the classroom. When the teacher explains the material and their focus is distracted, they will be engrossed in their own world.

During the observation, some students were seemed busy with their own worlds while the teacher explained the material. Maybe they would refocus for a while, but not long after that they would go back to doing things other than paying attention to the lesson. Moreover, P1 explained.

“Many students are busy with their own world. Attention is often distracted, not focused on the teacher. This disruption of student focus can be caused by various things, they might be daydreaming, chatting with friends, or they are busy doing something else on their own”

P1 explained that short attention span is indeed one of the challenges that she as a teacher encountered in the classroom. She explained that in her class, many students are distracted by other things that make them feel happy. They will do something that they find fun such as looking around, doodling in their notebooks, chatting with friends, and other things that they find fun as a distraction from their focus on the material.

“The students I teach are usually very easy to get distracted. When I'm explaining in class, even though I've just started, they can usually immediately focus on something else. I think, because they are the COVID-

19 generation, they are often exposed to gadgets at home so this causes their attention levels to be short.”

Moreover, P2 explained that he also experienced the same challenge while teaching. According to him, because these students are children who are experiencing the COVID-19 period where everything must be done at home, their familiarity with exposure to technology such as mobile phones and tablets also supports the creation of their short attention span.

b. Many students that have learning anxiety in the classroom

One of the challenges that has been common in the field of language learning is the students who have language anxiety. Students with language anxiety will find it difficult to express themselves in the teaching and learning process, which can cause them to be reluctant to speak or participate in class discussions. As a result, the development of their language skills is inhibited and not optimal.

From the results of the observations and interviews conducted, some students, when asked by the teacher about some questions, seemed shy. Their voices sounded low, or they did not answer the question at all. P3 explained that language anxiety is a problem that she often encounters in the classroom and becomes a challenge when teaching. According to her, this can happen because there are some students who like to mock their friends regarding their understanding of the material.

This results in the teased friend becoming less confident to participate in class during the teaching and learning process.

“As for the challenges, in my class there are some children who like to make noise and mock their friends when they do not understand the material. Because of this, some children become shy to express their opinions for they are worried that they will be wrong and mocked by their other friends. Like it or not, we as teachers have to find ways to make them confident and enthusiastic in participating in the lessons.”

P3 further explained that this will be a serious challenge if left uncontrolled. Children who have language anxiety will constantly not be brave enough to express their opinions and participate in learning. Therefore, as a teacher, P3 usually motivates students who are mocked not to be afraid of being wrong because it is part of learning. In addition to motivating verbally, P3 will usually invite students to play ice breaking games so that they can regain their mood in learning.

c. Students with different background

When teaching in the classroom, teachers will usually encounter various children with various characteristics and backgrounds. This turns out to be a challenge for teachers, especially language teachers. From the data that has been collected, it is found: P2 explained that one of the challenges he faced in the classroom was the presence of children with different backgrounds. These differences include cultural backgrounds, habits, and family parenting.

“One of the challenges is that many children have different backgrounds. Usually, each child's norm of politeness at home can be different depending on the culture taught by their parents at home. So sometimes there are children who are calm, but there are also those who like to make trouble, it seems that this can be influenced by their parents' parenting.”

In dealing with students with different cultural backgrounds, P2 must adjust and organize the classroom atmosphere to create harmony in the teaching and learning process. The teaching teacher needs to spend more effort to teach children to respect each other, especially when they sometimes tease each other regarding their respective cultures.

“As a teacher, I must be able to negate this so that there is no confusion and at the same time to emphasize the importance of harmony in the classroom.”

P2 further explained that differences in habits and parenting are also one of the challenges that must be faced. This difference is also still related to the cultural differences that children have, where usually each culture has different norms of politeness. Some children are gently educated at home, while others are harshly educated by their parents. This will create differences in the child's habits at home which also affect his attitude at school. In dealing with this, P2 will be more assertive so that students want to be disciplined during the learning process.

d. Lack of supporting facilities that available at the school

Besides the challenges that come from students in the classroom, there are also challenges in the form of limitations from the facilities and infrastructure owned by the school. In this case, P1 explained that she felt that the facilities owned by SDIT ANIC Banjarbaru were still lacking. When she needs speaker facilities to play audio when teaching English, she often experiences problems because the speakers are being used in other classes so he has to demonstrate the material manually.

“We actually lack facilities that support learning process. There are not enough speakers available so sometimes we have to scramble to use them. In addition to speakers, not all classes in this school have TVs. So, if we want to show pictures or videos, we have to go to the library, if only the other classes are not using it.”

In addition, the condition where not all classes have TVs is also an obstacle because he cannot show example pictures when she teaches in a class that does not have a TV. When this happens, she has to take the students in the class to the library because it is one of the places that provides TVs for teachers to use for the teaching and learning process.

B. Discussion

The information acquired through the findings will be utilized in this section to answer all of the research questions about the teachers' preparation in implementing EFL and the challenges they encountered while teaching the young learners.

1. The teachers' preparation in implementing English as a foreign language class

a. Teachers' education and experience background

All participants had similar educational and experience background as an English teacher. Although one of them, P3, was not a graduate from an English education major, her experience towards English was obtained through her participation in extracurriculars and organizations such as English debate club. Moreover, the knowledge and ability to become a teacher was obtained from organizations and activities outside the classroom that she participated in during her college education. This is in line with Loughran's (2013) statement that, a teacher who has a background that is relevant to the field they teach will be able to design a more successful teaching and learning process that will assist students in meeting their learning goals.

Furthermore, a statement from Bahri (2019) also supports this theory. In his article, he explained that a teacher must have academic qualifications and an educational background that is in accordance with the field they teach at school. If the teacher's educational background and experience do not match the qualifications, then this will affect the learning process that the teacher does when teaching in the classroom, so that the expected learning outcomes are not achieved maximally.

b. Preparing the Suitable Material for Students

In preparing books and other media as a source of learning materials, all participants have in common that they use books determined by the school as the main source. Apart from the book, teachers also take some material from other sources that are in accordance with the needs and ability levels of students to support the process of delivering material in teaching and learning activities to achieve student learning outcomes as expected.

The selection of learning material sources made by all participants is in accordance with what was stated by Dwi (2016) in Rohimajaya et. al. (2021), where he argued that a book as a good source of learning material is a book that contains material that can create an effective learning process. In addition, the selection of material according to the needs and ability levels of students can also increase student motivation and reducing language anxiety in learning and the level of understanding of students in receiving lessons (Fadilah, 2016). By doing this, it will create learning outcomes in accordance with the desired target.

c. Determining the suitable method to teach the students in the classroom

All participants used a variety of methods that varied depending on the conditions and needs of the students in the class they taught. The use of various learning methods also allows teachers to adapt their

approach to each student's learning style. In addition, it is also beneficial for creating an effective and efficient teaching and learning process and achieving the expected learning outcomes. This is in line with Hao (2017), he emphasizes the importance of using suitable methods in EFL teaching based on students' needs and conditions. He highlighted the importance of considering factors such as cultural context, students' motivation, and language proficiency when choosing teaching methods and adapting learning materials to ensure effective teaching and learning outcomes.

The methods commonly used by the participants when teaching their students in class include Grammar Translation Method, Direct Method, Audiolingual Method, Total Physical Responses, and Suggestopedia. These methods are in accordance with what Brown (2007) and Setiyadi (2020) have suggested. In their books, they describe various methods that can be used in teaching English as a foreign language. These methods can be used according to the circumstances and needs of students to create a good level of student understanding and also learning outcomes that match the expected target. Then, related to the use of methods that are in accordance with the needs and conditions of students, this is also in line with what Fadillah (2013) stated. He conducted a study on a model design to be used in teaching students with learning anxiety. The results obtained are, by using a

model or method that is in accordance with the student's condition, positive learning outcomes will be achieved as expected.

d. Making sure the students ready before starting the lesson

Based on the answers given by all participants, the results show that they all have similar ways of ensuring their students are ready before starting the lesson. They will first greet the students, ask how they are, and do ice breaking in the form of questions or games to ensure they are focused and ready to receive the material to be taught. As explained by Terada (2018), based on the results of his research, greeting students before starting learning will create a positive classroom tone. It is also an emotional support to students. Those who are properly greeted by their teachers before starting learning, will have more focus on the material and higher learning enthusiasm.

Meanwhile, the implementation of ice breaking activities to make students ready before receiving material is also in line with what Mahmud, et. al (2023) & Mepieza (2024) stated. They conducted research on how students perceive this activity. The results found that ice breaking activities have a positive impact in building students' focus on the teaching and learning process that will be carried out. In addition, according to them, ice breaking activities are highly recommended to be carried out every time they start learning, because this can create an impression of a safe and comfortable learning space, and can increase enthusiasm for learning.

e. Gaining students motivation while learning in the classroom

Each participant has various methods to regain their students' motivation in the classroom when they are already looks bored. The methods used include inviting students to talk about things that are their interests, doing ice breaking activities, and inviting students to sing together or watch video stories as entertainment. These methods are in line with Sene & Erkan (2018) that explained that using song while teaching young learners had a positive impact into students' motivation. Their study result showed that after the students were asked to sing together, the class atmosphere was become better that before. After singing the song, the students felt more motivated and enthusiastic for learning English. Moreover, the use of ice breaking methods to restore students' motivation is in line with Mepieza (2024). Ice breaking activities will regain students' focus and make them feel better and more motivated to continue learning in the classroom.

The activities carried out by the participants as teaching teachers in the classroom are in line with those stated by Fadillah (2013); Fadillah (2015); and Fadillah (2016), who stated that teachers in the classroom have several important roles, namely teachers as facilitators, teachers as motivators, and teachers as people who have creativity in designing and implementing interesting learning in the classroom. In this case, the

participants acted as motivators who functioned to be able to build and regain students' learning motivation during the teaching and learning process in the classroom.

2. The challenges that the teacher encountered in teaching English to young learners

a. Students' short attention span and their focus that are easily distracted

One of the main challenges experienced by the teachers who were the participants in this study was the presence of students with short attention spans. This is a problem because when delivering material in class, students who experience this will find it difficult to focus on receiving the material. One of the reasons why this happens is because these young learners are children who grew up during COVID-19 where they are often exposed to gadgets at home. This affects their focus and makes them have a short attention span. This problem is in line with what Patanduk, et. al. (2023) discussed, which states that one of the main challenges faced by teachers when teaching young learners is that many students have limited attention spans. When this happens, teachers need to put more effort to do various things to be able to restore their focus on learning. Furthermore, research conducted by Al Sagr & Al Sagr (2019) supports the assertion that one of the reasons students have limited attention is their frequent exposure to technology at a young age.

b. Students that have learning anxiety in the classroom

Based on P3's answer, when she teaches in the classroom, one of the challenges she encounters is that there are several students who have language anxiety. This language anxiety affects students' performance in class. Students who experience this generally have a lower participation rate than other students. According to her, one of the reasons is because they are afraid of being wrong and then being mocked by other students. This is in accordance with what Fadillah (2015) stated that one component of student anxiety is fear of being evaluated negatively. Therefore, teachers as authoritative teachers are responsible for playing a role in reducing student anxiety in the classroom.

c. Students with different backgrounds

The existence of different backgrounds owned by students is one of the challenges encountered by English language teachers. P2 explained that in the class he teaches, he finds children who have different backgrounds, whether in terms of culture, habits, or parenting. This difference requires him to make adjustments to each student to create harmony and a safe and comfortable learning atmosphere for them in his class. This is in accordance with the theory of Nunan (2010) regarding one of the challenges commonly faced by a teacher in the classroom, namely multi-level group students.

Multi-level group students is a condition where in a class there are children with different backgrounds. These differences can include cultural, linguistic, or parenting differences that will affect their attitudes and performance in the classroom. In dealing with this, a teacher must be able to adjust to create a positive classroom atmosphere for all students, regardless of their differences.

d. Lack of supporting facilities that available at the school

Aside from the students, the challenges faced by teachers when teaching English can also come from the facilities owned by the school. P2 explained that often he could not do some activities while teaching in the classroom due to the lack of speakers and televisions owned by the school. So, when he had to present material that required these facilities such as listening and speaking, he had to do it manually without using speakers to play audio as an example. This is in accordance with what was stated by Marzulina et. al. (2021). They stated that the lack of facilities owned by schools can interfere to the learning process. According to them, one of the important facilities for schools to have is the availability of sufficient speakers, in order to facilitate English teaching teachers in presenting listening materials.