

THE IMPLEMENTATION OF TEACHING ENGLISH TO YOUNG LEARNERS IN PUBLIC PRIMARY SCHOOLS IN PRINGSEWU, LAMPUNG PROVINCE, INDONESIA

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Abstract

In learning English for beginners like children, teachers have a very important role and will have a big effect on the outcomes of the learning process. In fact, most students in primary schools are difficult to understand English. Therefore, this study is aimed to examine the practices and factors in the teaching of English to young learners in six public primary schools (grade 4-6) in Pringsewu, Lampung province. This is a descriptive research study that observes the process of teaching and learning and gives interviews to the teachers related to the teaching of English to young learners to gather relevant and proper data. The data is analyzed based on themes and categories identified from the available literature qualitatively. The findings indicate English is taught through Indonesian language. Moreover, it shows that teachers who teach English are lack of proper pre-service training because most of them are not graduated from English Education. Therefore, they are lacking understanding and knowledge of the purpose, procedures and approaches of teaching English to young learners. The teachers also lack of in-service professional development courses on how to deal with young learners because the English position is only as local content. English gets less attention from both schools and government. Therefore, they never get in-service training, textbooks, syllabus and other facilities. This study recommends the change of minister of education regulation that is positioning English as a local content to be compulsory subject to maximize the learning process to meet the challenge of globalization era.

Keywords: *Teaching English to Young Learners, Pre-service teacher, In-service teacher*

Abstrak

Pada pembelajaran bahasa Inggris di tingkat pemula seperti anak-anak, seorang guru mempunyai peranan yang sangat dan akan memberikan dampak yang besar pada hasil dari sebuah proses pembelajaran. Kenyataannya, kebanyakan siswa Sekolah Dasar sulit memahami bahasa Inggris. Oleh sebab itu, penelitian ini bertujuan untuk mengetahui pelaksanaan dan faktor-faktor dalam pengajaran bahasa Inggris bagi pembelajar muda di 6 Sekolah Dasar Negeri (kelas 4-6) di Pringsewu, Propinsi Lampung. Penelitian ini merupakan penelitian deskriptif dengan melakukan observasi pada proses belajar dan mengajar dan melakukan wawancara pada guru-guru pembelajar bahasa Inggris muda untuk mengumpulkan data yang relevan dan layak. Data tersebut dianalisis berdasarkan tema dan kategori yang diidentifikasi dari literatur yang tersedia secara kualitatif. Hasilnya menunjukkan bahwa bahasa Inggris diajarkan

dengan menggunakan bahasa Inggris. Hasil lain menunjukkan bahwa guru yang mengajar bahasa Inggris tersebut kurang dalam pelatihan pada pra-layanan (mengajar) karena kebanyakan dari mereka bukan merupakan lulusan jurusan Pendidikan Bahasa Inggris. Oleh sebab itu, mereka kurang pemahaman dan pengetahuan akan tujuan, prosedur dan pendekatan pengajaran bahasa Inggris bagi pembelajar muda. Guru-guru tersebut kurang pelatihan pengembangan profesional dalam-layanan (mengajar) tentang bagaimana berhadapan dengan pembelajar muda. Ini disebabkan oleh posisi bahasa Inggris hanya sebagai mata pelajaran muatan lokal. Bahasa Inggris kurang mendapatkan perhatian baik dari sekolah maupun dari pemerintah. Guru-guru tersebut tidak pernah mendapatkan pelatihan dalam-layanan (mengajar), buku teks, silabus dan fasilitas yang lain. Penelitian ini menyarankan adanya perubahan peraturan Menteri Pendidikan yang memposisikan bahasa Inggris sebagai mata pelajaran muatan lokal menjadi mata pelajaran wajib untuk memaksimalkan proses pembelajaran dalam menghadapi tantangan era globalisasi.

Kata kunci: Mengajar Bahasa Inggris bagi Pembelajar Muda, guru pra-layanan, guru dalam-layanan

1. Introduction

It is undeniable that English has been recognized as an International language which everyone is expected to learn English to communicate with other people in different countries. Therefore, English should be learnt since childhood because the knowledge gained during childhood will be embedded longer in memory than the knowledge gained as teenager or adult. Krashen, Long, Scarcella (1979 in Krashen, 1982, p.43) on their research said that acquirers who begin natural exposure to second languages during childhood generally achieve higher second language proficiency than those beginning as adults. This is because the early childhood memories are so sharp and they are easy to remember whatever they learn. In addition, if learning begins at an early age, the learning time span will be longer. Therefore, there is plenty of time to keep repeating and learning what they have learnt.

Although English language is effectively studied since childhood, English does not to have any adequate attention from the government or other interested parties because. Most Indonesian children in the less privileged areas do not have access to receive qualified teachers, appropriate materials and fun learning. English is still luxury for them (Supriyanti, 2012). Therefore, English position in Indonesia at the primary level is as an extra subject or local content (Salim et al. 2014, p.425). Nowadays, most primary schools include English as their local content subject. Local content is an additional subject that is needed by each school and the surrounding community. English subject is studied from grade 4 to graded 6. As in Minister of Education Regulation No. 22 of 2006 dated May 23, 2006 said that local content subjects are programmed in grades 4, 5 and 6 of primary Schools.

The term “young learner” covers a large chronological age span from around 3 years of age to 15 (Nunan, 2011, p.2). In Indonesia, primary education starts from the age of 6-12 years. Children at 6-12 years old are classified as young learner. Children at that age are still in a period of physical and mental growth so that teachers should have to pay attention to children’s basic physical and psychological needs. A teacher of young learners should be more concerned about their students. Therefore, a teacher of young learners has two important jobs: to provide care and to provide instruction. The teacher should provide the care necessary these needs so that they can thrive and focus on learning. To prepare the best

possible instruction, a teacher can adjust the way of teaching to suit the child's developmental level and individual child (Linse, 2005, p.2). A teacher should pay attention to the importance of knowing child's social / emotional, physical, cognitive, and moral development (Brazelton and Greenspan in Linse, 2005). Each student has different emotional, physical, cognitive and moral development levels. For example, by realizing that each student has different levels of development and can know what students can and can not do in their development, teachers can prepare a better learning process for their students.

Students who learn English as a second language acquisition, have some stages of second language development which the progress of learner starting from no knowledge of a new language to advance language skill. Hong (2008) identified the theories resulted the most several distinct stages of second language development as follows:

1. Stage one: Receptive/preproduction stage
Word: Up to 500 "receptive" words. They may not speak, but can respond using a variety of strategies (pointing to an object, picture, or person; performing an act, such as standing up/closing a door; gesturing/nodding; or responding with a simple "yes" or "no.").
2. Stage two: Early production stage
Word: Close to 1,000 receptive/active words, (they are able to understand and use words). They can usually speak in one-word or two-word phrases, and can demonstrate comprehension of new material by giving short answers to simple questions of yes/no, either/or, or who/what/where.
3. Stage three: Speech emergence stage
Word: Approximately 3,000 words. They can use short phrases and simple sentences to communicate, begin to use dialogue, ask simple questions and answer simple questions.
4. Stage four: Intermediate language proficiency stage
Word: Close to 6,000 words. They begin to make complex statements, state opinions, ask for clarification, share their thoughts, and speak at greater length.
5. Stage five: Advanced language proficiency stage
Students have developed some specialized content-area vocabulary and can participate fully in grade-level classroom. Students can speak English using grammar and vocabulary comparable to that of same-age native speakers.

In Lampung province, the problem found in teaching English for young learners according to Sutiyono (2014) that primary school students in Lampung especially grade V (five) have not been able to communicate in simple sentence in acceptable English (*understandable to others*), low grammar and mispronunciation.

Therefore, the focus of this study is to find out the practice of teaching English to young learners in public primary schools in Pringsewu district, Lampung province, to identify the challenges that might affect the teaching and learning process. the following is basic research questions:

1. How is English taught at public primary schools in Pringsewu, Lampung?
2. What factors do affect the practice of teaching English in these schools?

2. Research Method

This study was intended to find out the current practices and factors in teaching English to young learners in the public primary schools in Pringsewu, Lmpung province that might affect the quality of teaching and learning process. Therefore, in achieving the purpose of

this study, descriptive research method was used because descriptive research is description of the state of affairs as it exists at present (Kothary, 2004, p.2).

2.1 Respondents

There were 268 public primary schools in Pringsewu, Lampung province. Six public primary schools were chosen randomly as the sample of study. Every school has one English teacher. An English teacher in public primary school was from a homeroom teacher or a teacher who are assigned by a homeroom teacher to teach local content subjects (Lampung and English language subjects). Therefore, there were six teachers (hereafter they were named as T1, T2, T3, T4, T5, and T6) as the subject of this study.

2.2 Instruments

The data of this study were collected from interview and class observation. All teachers who were the subjects of this study were willing to be interviewed and observed. The instruments were adopted from Mijena (2014). Interviews were used to find out the information of factors that affecting respondents' teaching practice in the classroom and their background information including gender, age, educational background, specialization, and teaching experiences in the form of tape-recorded.

Class observation was used to familiarize students with the observer to smooth the process of video- recorded. The video-recorded was used to find out the environment and actual practices of teaching English to young learners in EFL classrooms.

2.3 Data analysis

The data obtained from interview was in the form of tape-recorded. Meanwhile, data obtained from observation was in the form of video-recorded. Both data were analyzed qualitatively.

3. Result and Discussion

3.1 Gender

Related to respondents' background information, asking the respondents' gender was one of the questions to see the dominant gender teaching English to young learners in public primary schools. The following was the figure of respondents' gender.

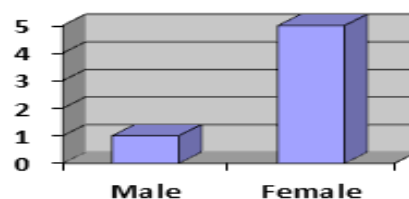


Figure 1. Respondents' gender

This study had six respondents who were willing to be interviewed and observed. As seen in figure 1, there was only one male teacher and five female teachers. It meant that most English teachers in public primary schools in Pringsewu district were female.

3.2 Age

The second question of respondents' background information was their age. Figure 2 showed that the age of English teachers who taught in public primary schools that was

varied. It was from 25 to 53 years old. It could be seen that the majority of English teachers in public primary schools in Pringsewu district were from twenty-five to thirty-five and it was categorized as young adults.

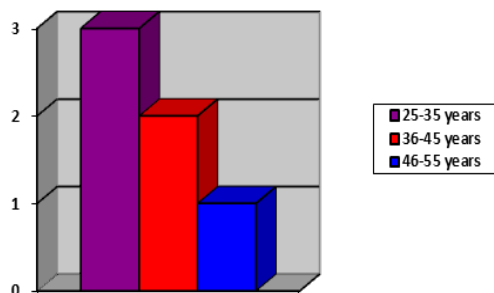


Figure 2. Respondents' age

3.3 Qualification

Identifying teachers' qualification was an important point to decide the teachers' success in teaching. Figure 3 showed the qualification of the teachers who were willing to be the subjects of this study.

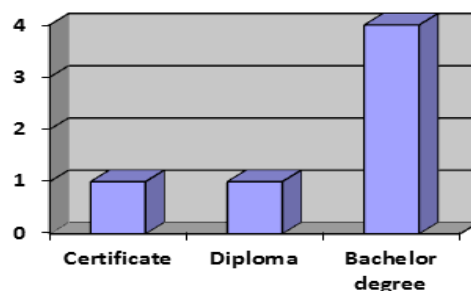


Figure 3. Respondents' background education

As illustrated in the figure 3, the majority of English teachers in public primary schools in Pringsewu district were graduated from bachelor degree.

In Indonesia, according to article 1 law no. 14 of 2005 on Teachers and Lecturers states that teachers are professional educators whose main tasks are to educate, teach, guide, direct, train, assess, and evaluate learners on early childhood in formal education, primary education, and secondary education. Professional teachers must have a minimum undergraduate academic qualification (S-1) or diploma four (D-IV), competency (pedagogical, professional, social, and personality), have educator certificates, physical and spiritual health, and have the ability to realize goals National Education. Banjary (2013: 232) about Academic Qualifications of Primary School Teachers / Islamic Teachers, said that Primary School Teachers / Islamic Teachers, or other equivalent forms, must have a minimum education qualification of diploma four (D-IV) or undergraduate (S1) / MI (D-IV / S1 PGSD / PGMI) or psychology obtained from an accredited program study.

Even though most of them were qualified in teaching in primary schools and only a small portion of teachers who have not met the minimum qualifications at bachelor degree, it did not mean that they were qualified in teaching English primary schools because not all teachers were graduated from English education and get training on English pedagogy.

3.3 Specialization

As has been mentioned before if not all English teachers in public primary schools graduated from English education, the following was the figure 4 that showed the teachers' specialization.

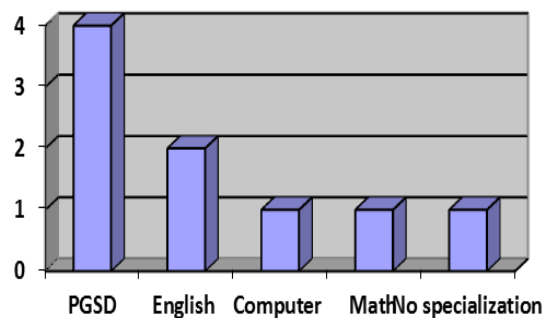


Figure 4. Respondents' specialization

From the figure, it was seen that the number of specialization is more than the number of observed teachers because some teachers have two specializations. For example T⁵, she was graduated from math education and primary school teacher education (PGSD). (T⁶) was graduated from English education and primary school teacher education (PGSD). They had two specializations because teachers of primary schools' assumption that they should be graduated from PGSD. Their assumption came from Ministry of Education Regulation no. 62 of 2013 article number 5 about "Teacher Certification in Position in the Framework of Teachers' plan and Mapping" mentioned "Teacher professional allowance will be discontinued if their field is not in accordance with the field in their certificates". Therefore, many primary school teachers with non-PGSD educational background studied again in PGSD study program rapidly. It was caused by their fear of their professional allowance would be revoked by government.

Figure 4 also showed that many English teachers were graduated from varied specializations (English, Math, Computer, and PGSD), only two teachers who were graduated from English education. Most of them were graduated from PGSD and the rest was from other majors such as math, computer, and no specialization. Therefore, it was not difficult to imagine their challenges in teaching English because they had not equipped with English methodology and English teaching to young learners.

3.4 Work Experiences

The majority of teachers teaching in primary schools were under 10 years. There was only one English teacher has teaching experience for 34 years. The respondents' teaching experiences were their teaching all subjects that they had taught. It was not only teaching English but also teaching Lampung language, teaching civic education (PKN) and teaching all subjects (a classroom/homeroom teachers). A classroom teacher was a teacher who teaches all subjects at a certain grade in primary schools. The majority of teachers teaching in the primary school level are classroom teachers. Therefore, every classroom teacher must master all subjects. It was difficult to imagine how they teach all subjects properly and correctly. It was only a physical and a religion subject that have special teachers. A classroom teacher, a teacher who did not have English specialization, taught English subject. English was taught by a helping teacher to teach local contents (English and Lampung language subject) as well. It meant that a helping teacher taught two different languages that were not related at all.

3.5 Choice of the Profession of English Language Teaching

Teachers involved in this study were asked questions about their choice of teaching English. Related to their interest, very surprising when one of them (he who had a bachelor degree in English Education) answered he was more interested to teach computer in accordance with his interest if he has an opportunity to choose the teaching subject. Because his background education was English, he tried to teach English well (T⁴). There was only one teacher really interested and loved English (T⁶). The rest said that they taught English because it was their duty and tried to love it.

3.6 Language Instruction

Language instruction was one of the objectives of this study. Language instruction was very important factor deciding the successful teaching. By using a good language instruction in teaching English, it would create English environment in the classroom that indirectly familiarized students with the English by understanding each instruction and trying to imitate it. The purpose of checking the teachers' language instruction in this study was to find out the most frequency use of language in their instructions.

3.7 Sample Lessons

In the process of teaching English, almost all teachers used Indonesian as first language (L1), and sometimes teachers used the mother tongue (MT) that was Javanese Language. In the learning process, English was used only on very small portions. The teachers only used English (L2) words in the textbook and very little on the instructions. Following was the sample of lessons.

At the beginning of the lesson, the teacher immediately asked students to write their homework about numbers on the white board one by one. When a student was writing on the whiteboard, the others were noisy. After that, the teacher one by one corrected the student's writing on whiteboard (T¹).

ini nomor satu siapa? (L1) Koe kok jawabane iku Ton? Contone ibu wingi piye? (MT) Pakai "is" kan?.....ini pakai "is" ya!, contohnya kan pakai "is"(L1) Ayo lali meneh, mbiyen wes kon nulis ongko tekan satus. Nomor 4, enambelas ditambah empat sama dengan piro? (MT) (T¹). Oke...sekarang bu guru dulu, "listen to me!" Ayo dibaca sekali lagi bahasa inggrisnya, satu, dua, tiga (L1) (T²). (T³) "repeat after me" ikuti setelah saya (L1). "Silent please", saya mau tanya dulu sebentar, dulu kita pernah belajar tentang angka, siapa yang masih ingat tentang angka? (L1) (T⁴). Sekarang yang kedua, belajar warna, bisa belum warna?, kalau merah bahasa inggrisnya apa? red... kalau biru? blue..., hijau?...green (T⁵). In the last meeting, kemarin belajar tentang apa ya? ada PR tidak? Coba ibu tanya, "what is the meaning of short hair?" Apa ya "short hair" itu?, "short hair" apa "short hair" (T⁶).

Who is number one? (L1) Why are you answering that, Ton? Do you remember the example I gave yesterday? (MT) It used "it", didn't it?.....so this uses "it" because the example also uses "it".....(L1). Don't forget, I asked you to write numbers until number 100. Number 4, sixteen plus 4 equals to? (MT) (T¹). Okay...now I would say "listen to me!". Please read once more the English. One, two, three (L1) (T²). (T³) "repeat after me" repeat after me (L1). "Silent please", let me ask, you have learnt about numbers, who still remember about numbers? (L1) (T⁴). The second lesson is let's learn about colors. Do you know colors in English? What is merah in English?

Red.....what about biru? Bule....., hijau?....green (T⁵). In the last meeting, what did you learn? Did I give any homework? Let me ask, “what is the meaning of short hair?” What is “short hair?” (T⁶).

The process of teaching English, (T¹) used first language and mother tongue 100%. The rest teachers used very little English instructions. They dominantly used L1 in teaching. Different scholars suggest that L2 has to be used to conduct lesson as much as possible (Cameron, 2001; Slattery and Willis, 2001 and Pinter, 2006) except during clarifying some difficult concepts or instructions (Shin, 2006) (cited in Mijena, 2014).

Each teacher had his own English skill target. Unfortunately, all the allocation time 2x35 minutes just focused on one English skill or one English component. For example, the teacher only taught reading (T², T³), listening (T⁵), vocabularies (T⁴), and spelling (T¹). Be better if they were able to integrate all English skills in every meeting. If the time is not enough, at least they had to able to integrate two skills. Therefore, the allocation of time provided could be utilized maximally and did not waste much time. For example, teacher spends a one-time meeting just to correct the students’ homework (T¹).

3.8 Approaches Used in Teaching

Deciding the approach in teaching would make the teaching process smoothly and systematically. Therefore, in this section would examine the approach used in the teaching English to young learners directly in classroom. Two of them asked for the students’ homework first before studying the next lesson. The others directly continued the lesson. Following was the transcript of the lesson.

Ayo, 5 Aji, 6 Rafli, 7 Akbar, 8 Putri, Devi, sudah ngerjain kamu?, Devi (L1) (T¹). In the last meeting, kemarin belajar tentang apa ya? ada PR tidak? (L1) (T⁶). Kemarin sampai pada halaman 51, halaman 51 menanyakan tentang dimana “where is he?” Oke...sekarang bu guru dulu, listen to me! (L1) (T²). Silahkan buka buku “get ready” halaman 17, page seventeen. Apa judulnya itu.... “My hobby”. The teacher rewrote the textbook text on the whiteboard “This is my small garden” (T³). Hari ini kita belajar tentang “put on your cap please!”. Artiya apa, tolong letakan topimu, Nomor dua gambarnya sedang apa ? Seding melipat baju, coba bahasa inggrisnya apa coba, dengarkan! (T⁵).

Let’s go, 5 Aji 6 Rafli, 7 Akbar, 8 Putri, Devi, have you done your work? Devi (L1) (T¹). In the last meeting, what did you learnt? Did I give any homework? (L1) (T⁶). You have learnt until page 51, page 51 discusses “where is he?”....Well, now listen to me! (L1) (T²). Please open the book “get ready” page 17, page seventeen. What is the title?....”My hobby”. The teacher rewrote the textbook text on the whiteboard “This is my small garden” (T³). Today, you will learn about “put on your cap please!”. What is the meaning? Please put down your hat. What is the activity in number two? Seding melipat baju. What does it mean in English? (T⁵).

From the example transcript above, it was seen that during the beginning of the lesson, every teacher had his own approach with his/her students. The following was a summary of the steps and approaches of the teachers’ dominantly used in teaching primary school students.

1. Teacher asked the students’ homework and corrected it. (If any).

2. The teacher asked the students to open their English textbook. (The most dominantly used).
3. The teacher rewrote on the whiteboard the important parts of the text in the textbook and explained it.
4. The teacher asked the students to read or copy the teacher's writings in their notebook.
5. Students are asked to do the textbook exercises on the next page.

Every teacher had his/her own approach in teaching English. Actually, Curriculum 2013 had designed the approach as a teacher guide in teaching called scientific approach. It consisted of observing, questioning, associating, experimenting, and networking. A scientific approach had been covered four English skills. In fact, all observed teachers did not use this approach. Unfortunately, all English teachers did not use the approach because unavailable K-13 English textbook.

3.9 Problems in Teaching English

Actually, teachers in teaching English in primary schools dealt with various problems. First, students were difficult to pay attention to the teacher in teaching English (**T¹**, **T⁴**). The solution of this problem according to Shin (in Mijena, 2014) has clearly indicated that establishing classroom routines with young learners will help to manage the class and bring their attention to the lesson. Second, because English vocabularies have a difference in writing and in pronunciation, the teachers were difficult to teach students how to pronounce English words correctly. They tended to say the same way in speaking between its writing and its pronunciation. Teachers had to repeat the words continuously. Although it had been repeatedly, students sometimes still could not pronounce it correctly (**T²**, **T³**, **T⁵**, **T⁶**).

Third, in Indonesia, English subject in primary schools seem less attention by schools and government. Government did not provide English language textbooks and its syllabus at the primary schools level because English was not a compulsory subject. It made difficult for English teachers to teach English because there was no guidance. They should try their own way looking for English textbook as the source of learning (**T³**). Therefore, all the English observed teachers still use the old textbook entitle "Get Ready" from 2006 curriculum namely School Based Curriculum (SBC) (**T¹**, **T²**, **T³**, **T⁴**, **T⁵**, **T⁶**).

3.10 Focus on the Objective

Having a learning objective was an important point for the teachers so that what their taught did not come out of their learning goal. As said by Mijena (2014) in classroom teaching, clarifying purpose becomes the most important part of success. If students were not clear with what they are doing in the classroom, it would be the waste of time, energy and resources. However, not all teachers focused on learning objective, following was the transcript of the lesson.

Kemarin sampai pada halaman 51, halaman 51 menanyakan tentang dimana "where is he?, iya kan, where is he?, "where" menanyakan?, "where" menanyakan? Tempat. Oke...sekarang bu guru dulu, listen to me! (T²). Silahkan buka buku "get ready" halaman 17, page seventeen. Apa judulnya itu.... "My hobby". The teacher rewrote the textbook text on the whiteboard "This is my small garden" (T³). Sekarang buka buku cetaknya halaman 62, gambarnya ini tentang apa ya..."family". Keluarga itu terdiri dari siapa saja? Ayah, ibu, anak, nenek, kakek (T⁶).

You have learnt until page 51. It is about “where is he?”, isn’t it? “where” is asking for? Yess, it’s place. Now, listen to me please (T²). Please open the book “get ready” page 17, page seventeen. What is the title? Yes, “My hobby”. *The teacher rewrote the textbook text on the whiteboard “This is my small garden” (T³)*. Now please open the phrase book page 62. What is this picture about? “Family”. Who are the members of the family? Father, mother, children, grand mother, grand father (T⁶).

Even though some teachers did not tell to the students about their learning objective, the following was the teachers’ transcript that conveyed their objective and focused on achieving their objective.

Kita akan belajar operasi bilangan yaitu tentang tambah, kurang, kali, dan bagi (T⁴). Hari ini kita belajar tentang “put on your cap please! Coba dengarkan, Sekarang kita akan belajar “listening” (T⁵).

You are learning operational numbers. They are plus, minus, multiplicity, and division (T⁴). Today you are learning about “put on your cap please! Listen to me, now we are going to learn “listening” (T⁵).

3.11 Movement from One Activity to Other Activity

The activity movement was one of the ways for taking the students’ attention and interest. Moving from activity to activity seems the best way to keep the momentum in the class (Mijena, 2012). In fact, all observed teachers had only one activity in the whole period. (T1) only spent all hours of teaching just to correct the students’ homework that was written in the whiteboard. The following was transcript of teaching between teachers (T) and students (Ss).

T2: Oke...sekarang bu guru dulu, listen to me!

Ss: (students listened first then followed reading after the teacher)

T2: “He” menunjukkan kata ganti dia laki-laki, “a” menunjukkan satu atau sebuah. sebuah computer, sebuah telepon. “a clock” jam dinding ya, “on the wall” di dinding. Ayo dibaca sekali lagi bahasa inggrisnya, satu, dua, tiga.

Ss: (all students read the text again). (Then, the teacher appointed the right row to read the text together and continued to the left row. Afterwards, the students read the text one by one.)

T5: Nomor dua gambarnya sedang apa ?

Ss: Sedang melipat baju,

T5: Coba bahasa inggris nya apa coba, dengarkan! Fold your t-shirt...fold your t-shirt. Ulangi...

T6: Sekarang buka buku cetaknya halaman 62, gambarnya ini tentang apa ya...”family”. Keluarga itu terdiri dari siapa saja?

Ss: Ayah, ibu, anak, nenek, kakek.

T6: Coba sudah tahu belum ayah, ibu, kakek, nenek, dalam bahasa inggris? coba tulis Cindy, maju? Dan nanti gantian satu-persatu.

T2: Well...listen to me!

Ss: (Students listened first then followed reading after the teacher)

T2: “He” shows the third pronoun of male. “a” shows one or something. A computer, a

- telephone. “a clock” is a clock on the wall. Please repeat once again. One, two, three.
- Ss: (all students read the text again). (Then, the teacher appointed the right row to read the text together and continued to the left row. Afterwards, the students read the text one by one.)
- T5: What is the activity in number 2?
- Ss: Folding clothes.
- T5: What is the English words of it? Fold your T-Shirt...fold your T-Shirt. Please repeat...
- T6: Please open the handbook page 62, what is that picture about?....”family”. Who are the members of the family?
- Ss: Father, mother, children, grand mother and grand father.
- T6: Do you know how to say ayah, ibu, kakek, nenek in English? Would you please answer, Cindy? Please come forward. It will turn to others one by one.

The transcript above indicated that all teachers just use one activity in the whole teaching period. (T2) spent the whole period of teaching only for reading practice. (T5) spent the teaching time only practicing listening by pictures. (T6) just asked the students to write the family’s vocabularies in the whiteboard one by one for the whole period.

3.12 Language Command and Language Errors

Teachers use English language command only on a very small portion. Language commands of “Listen to me” (T²), “Repeat after me”, “Follow me” (T³), Silent Please (T⁴) were language command the most frequently used by the teachers.

Related to language errors, as mentioned before, the writer was actually difficult to analyze the teachers’ English language error because all teachers spoke Indonesian and sometimes mother tongue in whole period. Although it was difficult, some English language errors in classroom teaching were found when they spoke English in very small portion. Teachers’ pronunciation was the most error that they did and followed by misspelling.

The teachers pronounced the word “Plus” /plʌs/ became /ples/ (T¹, T⁴). The word “Computer” /kəm'pjʊ:tə r / became /komputer/, “Vice” /vaɪs/ became /vis/, “Everyday” /'ev.ri.deɪ/ became /evridai/ (T²). She pronounced the word “Take” /teɪk/ became /tik/ (T⁵).

The teachers also misspelled the English words when they wrote in the whiteboard. The word “Subject” became “subjek” (T⁴) and the word “and” become “an”. Although the words are easy, they can be serious in teaching English to young learners. They are novice learners who tend to imitate whatever the teacher teaches and models. The errors will be embedded in their minds.

3.13 Existing Challenge

This part was intended to explore the affecting factors of teaching English to young learners in public primary schools in Pringsewu, Lampung. The six English teachers were interviewed in this study which was analyzed based on categories of the topics in the interviews.

3.14 Lack of In-service Training

In- service training of teaching English to young learners is a training given to the English teachers during their career as English teachers to young learners in public primary schools. Surprisingly, all teachers who were interviewed said that they have never had any training of teaching English to young learners during their career as an English teacher in public primary schools from government. One of them also said that English in primary

schools was ignored. It received less attention from schools and government because of its position as a local content. The following was the interviews' transcript between researcher (R) and English teachers.

Did you have any in-service training in teaching English to young learners during your career as English teacher in public primary school? (R). No, I did not receive any in-service training focusing on teaching English to young learners (T¹, T², T³, T⁴, T⁵, T⁶). (R) Ohh, Okay, was there any other training related to English?. Yes, I had once training, it was about the socialization of how to use the English book entitled "Grow with English" (T¹, T², T³, T⁴, T⁵, T⁶). What was the topic about?, then was it continuously? (R). It demonstrated the use of tool namely "E-Pen" in "Grow with English" book and it was not continuously just once meeting (T¹, T², T³, T⁴, T⁵, T⁶). English subject in primary school is less attention by the government (T³). It causes difficulties to develop the skills and methods of learning because of the limited facilities and access provided by the government (T⁶).

Based on the interviews' transcript, it can be seen that as long as teachers taught English in primary school, they never got training on teaching English to children by the government. It was experienced by all teachers of English in elementary school either new English teacher or who have ten years teaching English in primary schools. They had once receiving the training on how to use the book "Grow with English" using "E-Pen". E-Pen is an electronic pen that will produce the pronunciation of English words and sentences by putting the E-pen on the desired word or phrase. The training was organized by the publishers in order to promote the textbook. So, it was not categorized as English teaching training, but only as a book promotion.

3.15 Lack of Proper Pre-service Training

Pre-service training in teaching English to young learners is a student in college receiving education or knowledge of teaching English to young learners' pedagogy and training before becoming a teacher. Pre-service training is very important to be obtained by every prospective teacher before becoming a teacher to have high competence and can overcome every problem in teaching.

Unfortunately, not all primary school teachers who were sampled in this study received pre-service training. There are only two primary school teachers who were provided with pre-service in pedagogical teaching English to young learners. However, they received the course "English for Children" only four credits during their study at university. Meanwhile the rest teachers did not equipped with pre-service training at all because their background education was not English education. The following was the interviews' transcript between researcher (R) and English teachers.

(R) Did you have any course on teaching English to young learners during your college training?. Yes, I did, but it was just 4 credits (T⁴, T⁶). No, I did not have it because my background education was not English education. In my college, I learnt only general English (four English skills) but not about the pedagogy of teaching English (T², T³, T⁵). Although I have been equipped with pedagogical teaching English to young learners in my education, I still find difficult because sometimes theories and practices are different. Therefore, I still need to study again (T⁴). Since I have graduated from college seven years ago, I forgot about pedagogy of teaching English to young learners (T⁶).

From the transcript, it could not be blamed if primary teachers have poor quality and incompetent in teaching students. They were not equipped with teaching English methodology and training in both trainings during being an English teacher and being a student in college.

They only learn self-study/autodidact in teaching students. That was very unfortunate because in the midst of a very demanding global competition era who demanded everyone was able to communicate in English and primary school as the basic foundation of students in getting education, English got less attention and many teachers were not equipped with teaching English to young learners' pedagogy in their education. As we know that English proficiency is one of the provisions in competing in this globalization era.

3.16 Lack of Interest to Teach English to Young Learners

Interest is the feeling of wanting to give attention to something or know more about something. Interest can increase one's motivation to achieve what is desired. As well as in education, a teacher must have an interest in the subject that will be taught first to obtain a maximum input. The following is the interviews' transcript of interest between researcher (R) and teachers of public primary schools in English.

(R) Are you happy for teaching children?. I am interested to teach English because this is my passion (T⁶), I have to be happy and enjoy teaching children because this is my job to achieve the learning goal (T², T⁴, T⁵). I like English (T¹, T³). Is there any difficulty that you face in teaching children? (R). actually, teaching children is rather difficult, they do not listen the lesson, they are shouting and disturbing their classmate (T¹). Students have less interest in studying English (T⁴), students are difficult to pronounce English words because it has a difference between its spelling and its pronunciation (T¹, T², T³, T⁵, T⁶). They have difficulties in reading (T¹, T²), arranging words into sentence (T¹, T⁴), and memorizing English words (T³, T⁶). (R) How do you solve the difficulties in teaching children?. I always repeat the English words as often as possible so that students can remember and do many exercises (T¹, T³). I usually write on the board the phonetic transcription of English words to minimize mistake in speaking (T²). I usually use the term "My hero" to punish a student who cannot answer questions. He has to appoint one of his friends to help him answering the question. Then, he should thank the classmate who helps him by saying "Thank you, you are my hero today". This treatment will make him be shy and motivate him to study harder to answer every question correctly (T⁶).

From the above transcript, it can be seen that many English teachers who teach English in public primary schools just to fulfill their duty. Therefore, it can be said that they are not entirely interested in teaching English. Lack of interest is one of the factors affecting the quality of teaching English to young learners in public primary schools in Pringsewu, Lampung.

4. Conclusion and Suggestion

This study shows that the majority of teachers in public primary schools in Pringsewu, Lampung are qualified to teach English. Almost all English teachers graduated from bachelor degree and only a small number of teachers are still graduated from high school or Diploma III. Unfortunately, not all English teachers in primary schools are graduated from English education. They come from different disciplines (i.e. math, computer, PGSD). They are lack of in-service training because during teachers teach English in primary school, they never get training on teaching English for children by government. There are only two primary school teachers who were provided with pre-service in pedagogical teaching English to young learners. However, they received the course "English for Children" only four credits during their study at university. Meanwhile the rest teachers did not equipped with pre-service training at all because their background education was not English education. They

are also lack of interest to teach English to young learners because many English teachers who teach English only to fulfill their duty. Therefore, it cannot be blamed if elementary teachers have poor qualities and are not competent in teaching students.

Based on the findings of this study, the writer highlights some aspects that deserve attention so that the teaching of English can be achieved maximally and can be a great students' foundation before continuing education at the next level.

1. Government regulations that require primary school teachers to be graduated from PGSD are less appropriate if applied in English subject because they do not have English pedagogy.
2. Providing the English teachers qualified for teaching children even though it is difficult. English education trainings in the universities mainly produce teachers for Junior and Senior high schools (Supriyanti, 2012).
3. Government regulation that positioning English as a local content subject is not appropriate because the right time to teach language is a childhood because the knowledge gained during childhood will be embedded longer in memory than the knowledge gained as teenager or adult. It also causes unavailable English textbook, syllabus, and in-service training teaching English to young learners.
4. English is better to be a compulsory subject in primary schools and have their own teachers who are competent and have English educational background.

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