

Analyzing the Difficulties in Teaching Kindergarten

Aziza Oktavia, Supiyarti

English Language Education Department, University of Pahlawan Tuanku Tambusai.

azizaoktavia@gmail.com supiyarti02@gmail.com

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ABSTRACT

This research was conducted to determine the difficulties in teaching young learners at the IT INSAN CENDEKIA BANGKINANG Elementary School. This research uses a qualitative interview method which aims to determine the difficulties teachers experience in teaching young learners in schools. Interviews were conducted with two teachers at the school. From the two interviews conducted, competent teachers are needed.

INTRODUCTION

Teaching language in early childhood is a challenge in itself for a teacher. Early childhood has different characteristics from children who have grown up. It takes a special skill to teach them. According to Gail Elis in CansuFatih, young learners are divided into three, namely Very Young Learners, Young Learners, and Late Young Learners. Students aged 3-6 years are categorized as very young students. Students in the category are at the pre-literacy stage, which is being taught listening and speaking. Its purpose is to teach them some of the things they already know. Simple songs and repetitive games can be useful because their ability to absorb lessons is still very minimal, so it is enough to provide some simple material to increase their comprehension in learning. Young students aged 7-9 years. Because at this age they can read and write at the basic level, several writing activities can be carried out with the main aim of developing reading and speaking skills for students. Teachers must be able to make several different activities to hone their skills. Simple sentences like good morning and thank you help young students to learn them. Finally, the final young students are learners aged 10-12 years. In this group, reading and writing skills were as important as listening and speaking skills. Within this group, some abstract vocabulary can be used. They are able to speak and write well, so the teacher doesn't need to do many activities in one lesson. (According to marleni at all:2020) there are many ways in teaching students in kindergarten, one of them by games. Enjoyable activities help the

students to learn happily.

The issue of starting foreign language teaching in formal education is rather complicated apart from highlighting some of the positive aspects of teaching foreign languages, some problematic issues must also be raised. We first discuss the positive aspects, the main benefits of learning a foreign language at the elementary level are generally attributed to the fact that learners of this age can take advantage of the natural processes of acquiring such language instruction. Children can acquire the language they learn in sufficient quality and quantity without the need to systematize knowledge about language.

The paper about instructing young learners in English has acknowledged some formidable challenges. One of them is that English is often presented as a compulsory subject in elementary schools without thinking about who will teach it. In some countries, the extreme shortage of prepared English primary school instructors is detailed (G. Hu, 2005; Y. Hu, 2007; Nunan, 2003; Nur, 2003). Therefore, instructors may find themselves teaching English either without satisfactory preparation in educating the same young learner or in teaching English to young learners specifically. The situation is very intense in poor areas or provinces.

One of the main complexes of setting choices affecting young learner classrooms has to do with learning methods. The spread of English as a *lin-gua franca* has led to the belief that students must have communication and information skills in English. As a result, students' education programs will prioritize communicative competence. In East Asia, this has regularly led to the presentation of some communicative dialect teaching frameworks (CLT) or task-based learning and instruction (TBLT), to illustrate, in Korean (Ahn, 2011; Li, 1998; Mitchell & Lee, 2003), Hong Kong (Carless, 2004; Tinker Sachs, 2009), China (G. Hu, 2002), and Thailand (Prapaisit de Segovia & Hardison, 2008). However, instructors may find it difficult to introduce this modern approach for several reasons. As Enever and Moon (2009) point out, CLT may be an educational approach made in Western countries for teaching adults in small, well-equipped classrooms. In this way, it may not be suitable for teaching large groups of children in a classroom with limited assets. In addition, as teachers may find therefore important preparation in supporting hypotheses and common sense applications, they may struggle to make it happen successfully (Butler, 2005;

Littlewood, 2007). The TBLT presentation is an outbreak with comparative problems (Carless, 2004; Littlewood, 2007). This imported approach can be problematic with instructive convention, or what Jin and Cortazzi (2003, p. 132) call a "learning culture" (see, for example, Bread cook, 2008; Littlewood, 2007).

Related to the approach around instructional methods is the issue of assets. In some countries such as South Korea (Butler, 2004) and Malaysia (Pandian, 2003) course reading is supported. In other countries, instructors can choose from government approved books, for example in Singapore (Mee, 2003) and in China (G. Hu, 2005). Given the dominance of early English learning worldwide, it may be a matter of concern that in many countries suitable books are either inaccessible (Ho que, 2009; Y. Hu, 2007; Mathew & Pani, 2009) or not used in the classroom. (Inal, 2009; Nunan, 2003).

METHOD

The data collection method used was qualitative interviews. The author interviewed an elementary school English teacher by asking some questions about the difficulties of teaching English to young learners. In qualitative research, the interview is the most common format for collecting data. According to Oakley, qualitative interviewing can be a kind of system in which practices and standards are not as recorded, but too attained, challenged and reinforced.

FINDINGS AND DISCUSSION

After the researcher conducted the research by interviewed some teachers at elementary school IT INSAN CENDEKIA BANGKINANG, the researcher find the some information about the difficulties teaching English for young learners. The following question are summarized in the following table.

Table 1. List of questions

No	Question
1	How long have you been teaching young learners?
2	How many students in one class do you teach?
3	How long is given to teach English for young learners in one meeting?
4	Have you previously taught children who were not at an early age (adult learners)?
5	Which one is more difficult, teaching young learners or adult learners?
6	What strategies do you use in teaching English to young learners?
7	What are the problems often encountered or faced while teaching English to young learners?
8	What ways have been done to solve those problems?
9	What is the most difficult problem to solve?

Those questionns are used to get the information about the difficulties in teaching students in kindergarten. The teacers' asnwrs are below:

Table 2. the teachers' answer

Answer (Teacher 1)	Answer (Teacher 2)
I've been teaching for about two years	I've been teaching for about three years
About 20 - 30 students.	About 20 - 30 students.
35 minutes in one meeting.	35 minutes in one meeting.
Yes, when I was a student and doing practical field experience.	yes, when I was teaching part time at an English course
In giving motivation, teaching young learners is easier, but in giving the materials teaching adult learning is easier because they already have a lot of knowledge.	both have the same difficulty level
Not too much just giving some motivation to make them active in learning process.	Shares Life Experiences
They often forget about the material, so I have to repeat it again and again.	Discipline
Repeating the material and fortunately our school has an integrated program which combine some language at school.	Teaching Young Learners is all about being able to deal with discipline calmly and effectively

Based on me it's not difficult because I just teach for two years and nothing too hard to solve so far.	Young Learners lose enthusiasm when they are not interested in what is happening in the classroom
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Based on the teachers' answer they said that they have been teaching for about two years. They have about 20 - 30 students. They have 35 minutes in one meeting. In giving motivation, teaching young learners is easier, but in giving the materials teaching adult learning is easier because they already have a lot of knowledge. Not too much just giving some motivation to make them active in learning process. The students often forget about the material, so the teacher have to repeat it again and again. Repeating the material and fortunately our school has an integrated program which combine some language at school.

CONCLUSION

Teaching English to young learners is a complex task, requiring a qualified teacher carry out successful instruction in a classroom of young learners. This research is focused on identification teacher-student competence in teaching young students. Because of this teacher-student learning English as their major, they are considered capable of teaching young children

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