



# SCOPE

## Journal of English Language Teaching

| p-ISSN 2541-0326 | e-ISSN 2541-0334 |  
<https://journal.lppmunindra.ac.id/index.php/SCOPE/>



Research Article

## The Issues of Teaching English in Elementary School Based on Students Engagement: Exploring Teachers' Perspective

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### KEYWORDS

English Teacher Problem;  
 Issue Of English Teaching;  
 TESOL

### ABSTRACT

The English-teaching problem is a significant issue that has been discussed in various contexts around the world, including English teachers' issues, students' assessments, curricula and textbooks, and the various variables that contribute to effective English as a foreign language (EFL) teaching. As a result, the purpose of the study is to explore 10 participants' perspectives on issues of teaching English in ELT classrooms. The purpose of this descriptive qualitative study is to investigate how teachers perceived the English teaching issue in relation to the students involved. Data were collected using an interview that included a single primary question about teaching English. Then, the data was analyzed by using content analysis. This study came to three major conclusions: (1) Learner motivation issues, (2) A problem with attitude, (3) An issue with the support system. Finally, problems with teaching English should not be underestimated because they have a significant impact on how well teachers teach the language in elementary schools. Teachers must be aware of their shortcomings in order to continually improve their teaching skills without becoming complacent.

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## INTRODUCTION

English teaching problem is a significant topic that has been discussed in a variety of global contexts, including English teacher problems, students, assessments, curricula, textbooks, and the various factors that contribute to effective English as a foreign language (EFL) teaching (Noom-ura, 2013). There has been a thorough investigation into the issues with English teaching. For example, from (Noom-ura, 2013) study discussed the issue of teaching English as a foreign language in general in Thailand. Additionally based on research from Bangladesh by (Islam et al., 2021), and South Africa by (Malebese & Tlali, 2019);

Utami & Astuti, 2021) a particular case in Indonesia, has a similar problem.

There are still far too many significant problems at schools that need to be fixed. The degree to which the educational system has been successfully implemented can be determined by examining teachers' perspectives on learning issues (Könings, Brand-Gruwel, & van Merriënboer, 2007). In this research, teachers' perspectives of their own difficulties in teaching English as well as internal and external factors can all be thought of as contributory elements since perspective primarily concerns an object's point of view or manner of viewing. Lack of specific instruction for teachers in the area of study, which the principal should support, the multiple assignments

provided by each teacher in the field of study, poor study sessions, and the huge number of students in the class making it unproductive are all factors that contribute to ineffective learning environments (Hidayati, 2018; Malik, Humaira, Komari, Fathurrochman, & Jayanto, 2021; Noor, Kamil Harahap, & Dewi, 2023). Furthermore, inadequate textbooks, curricula, and other issues preventing teachers from implementing cutting-edge teaching methods in the classroom are also some of the issues in learning English (Boy Jon, Embong, Purnama, & Safar Wadi, 2021; Malik et al., 2021).

The teaching-English issue has been discussed in some earlier studies on this subject, as it is noted by (Gultom, 2015; Sarihuddin, 2013) who revealed that various ELT issues, including low student motivation, a negative attitude toward language learning, large class sizes, unqualified teachers, cultural barriers for teachers to take on a new role as facilitator, and frequent teaching, exist in Indonesia. The approach used in the various analyses by (Boy Jon et al., 2021) who explained the English language instruction practiced in Indonesia was a qualitative library research design, which required the author to gather the pertinent object materials from prior studies on related English language teaching. Some of the sources used in this study include the English curriculum, English teaching methods, students' attitudes toward English, and teachers' challenges in instructing English in Indonesia. The study's results demonstrate that due to the language's difficulty, the resources' deficiency, and the lack of practice opportunities and time, students are rarely motivated to learn it.

As stated in Minister of Education and Culture No. 67 of 2013, the elementary school level English subject in Indonesia is very important because it is one of the elective subjects in the independent curriculum. With regard to recommendations for how to implement the curriculum in the context of learning recovery, it has been decided that linear English at the Elementary School level (SD/MI) is legally included under number 56/M/2022. According to the decision, contrary to what was stated in the previous curriculum, namely the 2013 curriculum, there will be many challenges faced by English teachers in the future to implement good learning in class. It is crucial for the writer in this research to explore the problems experienced by the teacher in order to avoid mistakes that have the potential to be repeated later.

However, there has not been a lot of research that specifically addresses the issues students face when learning English in a classroom due to their fellow students. As a result, the authors of this study concentrate on analyzing issues with English learning in elementary school classes, particularly those brought on by the pupils themselves. This study made an effort to address a question, which was What difficulties do English teachers

encounter in the classroom, particularly those brought on by the students themselves?

The results of this study should be able to explain the challenges that English teachers encounter in the classroom, especially those that are caused by the students themselves.

## METHOD

Based on the students' engagement, this study looked into how teachers' perspectives on English teaching issues. This study was conducted using the qualitative research method. Participants in the study were selected by purposive sampling from a group of ten English teachers from various schools in Medan, Indonesia, as a result of the authors' discovery of some intriguing issues relating to English teachers' professional development needs. The participants were chosen based on three criteria, who have more than three years of experience, teaching English in an Indonesian elementary school, and have a degree in English education. The majority of English teachers, according to the authors, thought that one of the problems with teaching English stemmed from the students themselves. The researchers also found that students in English classes performed worse academically than students in other subject classes. It seems that difficulties faced by instructors while teaching English have an impact on their professionalism. Students' problems with the language have a negative impact on students' learning outcomes because they are unable to perform at their best when teaching English in the classroom. The authors chose these institutions in order to look into the students' problems with English-language learning and to get their opinions on the demands made on teachers' professional development (Binmahboob, 2020; Hamad, 2017).

Since teachers' perspectives were the main source of data for this study, an interview with open-ended questions was distributed to teachers in order to understand their perspectives on the difficulty of teaching English in light of those involved and their needs for professional development. Then, content analysis was used to analyze the interview data. Employing open and axial coding techniques, the researcher separately and manually coded the interview transcripts (Saldana, 2012). Following integration, the two distinct sets of code were arranged according to broad theme areas and involvement. Before emerging themes and chosen illustrative data vignettes were identified, independent coding and group sorting were carried out repeatedly.

## RESULTS AND DISCUSSION

To find out the teachers' perspectives on English teaching issues, an open-ended interview was utilized. After examining the interview responses, commonalities that were thought to be significant and beneficial to this study emerged, such as the issue with motivation in learning, an attitude issue, and a support system issue. A closer look at the findings has been described in the following.

### *Issues with motivation in learning English.*

Lack of motivation is the biggest issue that was found in this study. Students' motivation consists of goals, energy, drive, and direction, as well as having a reason to do what they do and do it to the best of their abilities (Flitcroft & Woods, 2018). Teachers mentioned some of their students were lack of motivation to learn English such as being less interested in learning English; students do not like reading a book; have laziness in doing their assignments; always saying they were not able to do something; students feeling bored when learning; and the last students do not focus in study.

In this section, it was found from the interview that teachers said their students are less interested in learning English, this result is consistent with a study (Khajlo, 2013) which revealed that the most significant barrier to learning English is the element, most students only care about passing the class and have no interest in learning the language, therefore, they pay little attention to their teachers and learn nothing, and even if they do, they rapidly forget everything. They are weary of hearing it repeatedly. In learning English, repetition of language is an important technique that English teachers should encourage with their students. The teachers consider presenting rewards to students as an alternative to verbal praise to increase their motivation and enthusiasm. Because repetition is the only way to learn a language, teachers should urge their students to repeat the language. Students who do not want to read a textbook and have laziness in learning English are also mentioned (Shi, 2006) who said in the study that laziness, a bad learning atmosphere, and inadequate course materials were cited as reasons why students weren't learning English adequately.

In addition, students feel bored when learning is in line with findings from (Li, Dewaele, Jean-Marc & Hu, 2021) study which emphasized that, a vast majority of students (92.8%) acknowledged having brief periods of boredom while learning English as a second language. According to (Romero, 2020) the issue that students always say not able to do something; and the last students are not focused on studying are because students face difficulties while learning English and students who have lack motivation

and an effective learning plan for English will find it challenging to pick up the language.

### *An attitude issues*

In recent years, the attitude has received significant attention from both first- and second-language researchers. Most research on the topic has found that students' attitudes are crucial to learning and should be taken into account when developing pedagogy for teaching second or foreign languages. There are many reasons why it is important to conduct research on students' attitudes toward language learning. First, it is believed that attitudes toward learning have an impact on behaviors such as selecting and reading books and speaking a foreign language, as stated by Sung in (Logel & Cohen, 2012). Second, it has been shown that success or achievement and attitudes are linked. There is evidence to support the idea that attitudes affect behavior (Logel & Cohen, 2012).

Rather than attitudes being influenced by achievement. The explanation is that attitudes affect behaviors, internal moods, and consequently learning. It is therefore evident that language learning and the factors that make up the student's environment interact. The success of language learning is significantly impacted by attitudes, both positive and negative. From the interview, it was found that there were some of the students' issues in learning English, such as the students paying less attention during the teachers' explanation (playing with cellphone, sleeping in class), students disregarding the teacher's instructions (in doing the assignment, disobey time) and the students do not respect their teacher.

In addition, this finding is in line with (Sarihuudin, 2013) who mentioned that the poor attitude of students in learning English contributes to low ability in English competence. We as teachers must pay attention to all of the things that happen in classroom management. According to (Noor et al., 2023) who suggested that the personalities of pupils should be a concern for the teachers. Due to the enormous class sizes and demanding teaching loads they face, many teachers acknowledge that they don't give enough attention to their students. That is why, this research found in the result revealed that students pay less attention when the teachers explain. Focused action and a state of mental awareness are called attention. The teacher in this research also stated that communication problems happen when pupils aren't paying attention, a small distraction can cause mishaps, and careless reading can generate misunderstandings. The theory of information processing states that attention is the first step in the information-processing process. As the primary component of the mental processing system, sensory memory receives information from the outside world first. However, sensory memory can only store data for a very short period of time.

The information must be transferred to the short-term memory and processed there in order to be learned. It is demonstrated by (Cicekci & Sadik, 2019) research stated that due to the findings of their research, teachers believed that the attention issues that students had in class were more likely to be self-inflicted. The students and teachers concurred that their failure to complete their academic obligations had a detrimental impact on their attention.

The next issue that was related to the less attention in learning was students sleeping while studying. This result is related to results from (Irawati & Listyani, 2020) who revealed in their study about the problem in classroom management that one of the problems was students sleeping during classroom activity, they explain students sleep in class because of many factors such as students have another activity at home, joining martial sport, working overtime. It indicates that the pupils' family situations and other activities they engaged in at home caused them to doze off when learning was taking place.

Using a mobile phone while studying also becomes an issue in this finding, it can have a negative impact on students' learning performance as demonstrated by (Hossain, 2019) stressed the negative effects of using a phone while studying, spending too much time on it, and using its applications have a negative impact on students' academic performance.

#### *A support system issue*

From the teachers' interviews in this research, the support system came from students, teachers, family, friends, or classmates. It is in line with (Hidajat, Hanurawan, Chusniyah, Rahmawati, 2020) result study which explained that the requirement for social support from parents, friends, and instructors is something that the global education system should pay close attention to. This is capable of incorporating theoretical research on outside elements that can serve as a proxy for academic motivation. Teachers mentioned that students do not get motivation from their families to learn English; students have a bad environment; a low mindset of parents in educating their children and the last there are some students who are nosy during learning.

In Indonesia, English is a second language, so when learning English students must get support from their family, friends, and so on, this result is in line with (Castillo & Camelo Gámez, 2013) study suggested that providing parents with guidance on how to help their kids acquire a second language has positive benefits on the kids' L2 acquisition and also helps with their development of literacy. Furthermore, (Hidajat et al., 2020), in his research emphasized in their result study that Parents and family members the primary factor affecting pupils' academic motivation is assistance.

The next problem is the low mindset of parents in educating their children. In this case, teachers believed that parents have an impact on their children to improve students' interest in learning English. This may be due to the fact that parents who have a growth-oriented mindset already engage in substantial at-home learning activities with their kids, mitigating the effects of the intervention, as opposed to parents who have a fixed mindset, who can be persuaded to increase at-home learning opportunities by changing their opinions of their kids' abilities and efforts. It is also mentioned by (Justice, Purtell, Bleses, & Cho, 2020) study which showed that parental time investment and family learning activities were significantly influenced by parents' effort mindset. The last issue is students are always making noise in the classroom which is also explained by (Klatte, Bergström, & Lachmann (2013) research which stressed that children's academic performance and cognitive development may be impacted by noise, it was discovered that indoor noise and reverberation in classroom settings were linked to the kids' worse performance on verbal activities. The noisy class can make teachers feel tired to get attention in the class. Based on (Klatte et al., 2013) this happens because of many factors such as whispers from their friends, students feeling tired from studying and taking part in the chat, some students getting tense and others getting headaches, and so on.

## **CONCLUSION**

The problem of teaching English has had many issues over the years, this qualitative study is concerned with issues in English classrooms based on students' engagement, there are three main issues that were found in this research. Students' motivation in learning English was the first one that teachers had to handle in the greatest way, the second one was an attitude issue and the last one was a support system issue. It means students themselves have multiple issues that teachers should be sufficiently concerned about. The findings will assist English teachers in resolving students' issues while they are learning in the classroom. At least three of the focus findings have a positive impact on teachers' perspectives.

This study has gained three big issues in learning English from the teachers' perspectives. Therefore, it is needed for further researchers to explore the issues in more detail. And it is also needed to know the English learning issues from the students' perspectives since the learning process is not only faced by the teachers but also by the students themselves.

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