

**TEACHING ENGLISH FOR YOUNG LEARNERS IN RURAL
AREAS: TEACHERS' CHALLENGES AND STRATEGIES AT
SD NEGERI 2 CANDISARI**

THESIS

**Submitted in Particular Fulfilment of Requirement for
Gaining the Bachelor's Degree of English Language
Education**



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MOTTO

“You don’t get what you wish for. You get what you work for”

Daniel Milsten

*“It doesn’t matter how slow you step forward, stay optimistic and
never stop stepping”*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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After going through many processes, I can finally finish my thesis under the title **“Teaching English for Young Learners in Rural Areas: Teacher Challenges and Strategies at SD Negeri 2 Candisari”**. This thesis was submitted as a partial fulfillment of the requirements for completing an undergraduate of the English Education Department, Walisongo Islamic State University.

The author realizes that this thesis would not be completed without any help, advice, support, and guidance from other people around the author. Therefore, the author would like to express her deepest gratitude and appreciation to:

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May this be a reminder that I am capable of achieving more than I often believe, as long as I keep going with courage and sincerity.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that the thesis is useful for future researchers.

ABSTRACT

Title : TEACHING ENGLISH FOR YOUNG LEARNERS
IN RURAL AREAS: TEACHER CHALLENGES AND
STRATEGIES AT SD NEGERI 2 CANDISARI

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Abstract: This study aims to explore the challenges faced by teachers in teaching English to young learners and to identify the strategies employed to overcome these challenges with a focus on SD Negeri 2 Candisari. This study uses a qualitative method was adopted for this study involving in-depth interviews with English teachers and analysis of relevant curriculum documents. The teacher faces some challenges in teaching English to young learners in schools. These challenges are the state of teaching English in elementary schools, lack of students' motivation and language environment, students' attention, teaching materials and media, and the socioeconomic factors and lack of support the parents. Then the teacher carried out several strategies to overcome the challenges. The strategies are to develop a good relationship with students, enhance the class enjoyment and fun, integrate technology, use relevant material, and use various assessments. This study highlights the need for more support and training for teachers in rural area schools to enhance the quality of English

language education, especially English for young learners. The implications of this study are expected to provide valuable insight for policymakers, curriculum developers, and teachers, particularly in designing more appropriate training and support programs for English language teaching in rural area schools.

Keywords: *Teaching English for Young Learners, Rural Schools, Teacher Challenges and Strategies*

TABLE OF CONTENTS

THESIS STATEMENT	ii
RATIFICATION	iii
ADVISOR NOTE	iv
MOTTO	v
ACKNOWLEDGEMENT	vi
ABSTRACT	ix
CHAPTER I.....	1
A. Background of Study.....	1
B. Research Question of the Study.....	6
C. Objective of the Study	6
D. Significance of the Study	6
E. Definition Key Term of the Study.....	7
CHAPTER II.....	9
A. Previous Related Studies.....	9
B. Literature Review	12
1. Definition of English Language Learning	12
2. Objectives of the English Language Learning	14
3. Aspects of Learning English	18
4. Components of English Language Learning	19
5. Definition of Young Learners	21
6. Teaching English for Young Learners.....	21

7. Characteristic of Young Learner.....	22
8. Challenges of Teaching English to Young Learners 24	
C. Theoretical Framework	27
D. Conceptual Framework	29
CHAPTER III	32
1. Research Design.....	32
2. Research Setting and Participant	33
3. Technique of Collecting Data.....	33
4. Research Instrument	35
5. Technique of Data Analysis.....	35
6. Trustworthiness	37
CHAPTER IV	39
A. Findings.....	39
B. Discussions	45
CHAPTER V	56
A. Conclusion.....	56
B. Suggestion	58
REFERENCES.....	60
CURRICULUM VITAE	65
APPENDICES	66
Appendices 1.....	66
Appendices 2.....	67

Appendices 3.....71
Appendices 4.....76

CHAPTER I

INTRODUCTION

In this chapter, the researcher investigates several parts related to the topic and provides the background of the study, the question of the study, the objectives of the study, the scope and limitations, and the significance of the study.

A. Background of Study

English as a foreign language has become a part of the school curriculum in many countries, including Indonesia. In this era of globalization, the English language is an essential skill that opens the gate to information, cross-cultural communication, and wider economic opportunity (Ridge, 2011). The importance of English from an early age has encouraged the implementation of teaching at the basic education level, including in elementary schools, especially for young learners.

Presently, the best way to introduce English at an early age is. It is a smart idea to teach English to elementary school pupils as they are in a critical and golden age when they can learn everything with ease. They can learn anything, including languages, because their brain are still developing at this age. In addition, children's perceptions of foreign languages and the openness of cultures aid in their language learning. Teaching English to young learners differs from teaching it to adults. Every English teacher who

instructs young students in the language must comprehend and implement theories of classroom management and language instruction. In addition, being able to teach effectively, all English teacher must be able to create instructional resources that allow them to adapt their teaching and learning strategies to the needs of their students. Teaching young learners involves more than just assigning language tasks in class. Foreign language instruction for young learners requires special abilities that are distinct from those appropriate for adult instruction.

Although young learners naturally acquire information and forget it rapidly, teaching English to them requires a specific teaching methodology. Young learners learning English are significantly impacted by the teacher's pragmatic attitudes and behaviour. Because young learners become disinterested quickly if they are taught only boring models, English teachers of young learners must provide engaging and enjoyable instruction (Nasution et al., 2023). There are some problems associated with teaching English to young learners. One of the challenges that can occur while teaching English to young learners in the English as a Foreign Language (EFL) is a lack of professional development and training for the teachers. It is also possible that challenges will lead to a lack of qualified and experienced teachers. Another issue that has emerged as a direct result of teachers' lack of proper training and professional development is a teacher's lack of mastery of

teaching methods, strategies, and approaches. Lack of resources and instructional material is another issue that comes up while teaching English to young learners in EFL (Ahmed & Qasem, 2019; Copland et al., 2014; Listyariyani, 2018; Mijena, 2014). According to MAY 2005 in (Aldabbus, n.d.), “you can stay young forever through teaching, interest and challenges are shared when you teach children, as they teach you, this is a complete joy for someone like me, who is still a child at heart”.

In Indonesia, government policies on teaching English at elementary school have undergone several changes, but the spirit of introducing English at an early age remains a major concern. The current independent curriculum provides more space for schools to determine local content, including English language, that is relevant to the context and needs of students. That matters, teachers need to be able to adapt and develop effective teaching strategies to the characteristics of students and the school's environment.

Teaching English to young learners (TEYL) has been implemented in some schools since 1994 (Supriyanti, 2012). However, the implementation of TEYL is not obligatory. English at elementary school is not a compulsory subject, but a local content subject. English at elementary schools in local content subject is promoted by the policy at the Ministry of Education and Culture Number 0487/4/1992, Chapter VIII, which states that

schools can add the basic subject in the curriculum, providing the lesson as long as it is not contrary to the national education goals. The policy was followed by Decree of the Ministry of Education and Culture Number 060/U/1993 dated February 25, 1993, about the opportunity of the English program as a local content in elementary schools that can be started in the fourth grade. Although many other elementary schools even teach English at an earlier stage (age 6-7), English is now offered as local content in Indonesian elementary schools starting (9-10 years old) (Asriyanti et al., 2013).

The result to the study of (Widya & Rahayu, n.d.), there are several challenges. The first challenge is that are position of English language education for elementary school in the national curriculum creates a gap between the policy itself and the practice of English programs in rural elementary schools in Salatiga. Second, this policy has also created problems because the school has not been preparing the teachers. The non-English background teacher lacks subject matter and pedagogical content knowledge relating to English and hence needs professional development to address their problem with competencies. And the last, students' socioeconomic position also presents an issue, as most parents in rural areas are unaware of it.

This study explores the challenges and strategies of teaching English for young learners at SD Negeri 2 Candisari. Although

there has been much research on teaching English to young learners, most studies have focused on urban contexts with adequate facilities and better access to learning resources and teacher training. Research by Nathani (2024) discusses the challenges faced by the students, teachers, and schools in Central Kalimantan, especially in rural areas of Palangka Raya.

Furthermore, most of the literature focuses on the teaching method aspect, while the interaction between the challenges and strategies developed by teachers in rural areas has not been explored in depth. In addition, in rural areas, the teachers often have to rely on creative and limited resources in school facilities.

This study aims to fill this gap by providing a detailed qualitative study from the perspectives of teachers at SD Negeri Candisari, offering insights into the challenges and strategies the teachers develop to make English language learning engaging for young learners despite significant constraints. This investigation into rural areas will provide insights for policymakers, curriculum developers, and teacher training programs aiming to support TEYL effectively in all areas. By understanding the challenges and strategies, it is hoped that research can provide valuable insight for the development of teacher training programs, a more relevant curriculum, and education policies that better support English teaching in rural areas in Indonesia.

B. Research Question of the Study

1. What are the teachers' challenges in teaching English to young learners?
2. What are some effective strategies for teaching English to young learners?

C. Objective of the Study

The overall aim of this study is to explore the practical challenges in teaching English to young learners in elementary school. The chief aims are:

1. To know the teacher's challenges for teaching English to young learners at SDN 2 Candisari.
2. To know the teacher's strategies for teaching English to young learners at SDN 2 Candisari.

D. Significance of the Study

This study is expected to provide benefits, both theoretically and practically:

1. Theoretical Significance
 - Knowledge Development: The research is expected to enrich the body of knowledge in the field of English language teaching, especially for young learners in rural schools.
 - Conceptual Framework: The research can serve as a basis for developing a new conceptual framework on the effectiveness of English language learning in rural areas.

- Comparative study: The study can be a reference for similar studies in different locations or objects.
2. Practical Significance
- For the Teachers: inspire English teaching in rural areas with various challenges they might face and strategies to overcome them.
 - For Schools: provide useful information for schools, especially in SD Negeri 2 Candisari, to evaluate their English language learning programs and formulate more adaptive policies.
 - For Education Authorities: provide education policymakers at the local and regional levels in designing relevant training programs and resource provision for improving the quality of English language teaching in elementary schools in rural areas.
 - For Future Researchers: provide a reference for other researchers interested in conducting further research on similar topics.

E. Definition Key Term of the Study

Several key terms must be clarified to avoid misconceptions and misunderstanding of the concept underlying this study. The following definitions would be helpful in this regard:

1. Challenges

The circumstance of having to perform something that requires a lot of mental or physical work to complete well, and hence challenges a person's ability.

2. Young Learners

Young learners are a term commonly used to describe primary school-aged youngsters, usually between the ages of 6 - 12. Additionally, it can be applied more widely to include older kids (9 – 12) and very young kids under 7 years old.

3. Strategies

According to various definitions of strategy based on the meaning of the language used, strategy can be understood as long-term planning that is prepared with the aim of reaching a target. It can also be understood as planning for the distribution of military power in specific areas to achieve goals.

4. Elementary School

An elementary school is a school where children are taught from the 6 – 12 years old.

5. Rural Area

A rural area is defined by lower population density and is frequently linked to agriculture, open spaces, and a slower pace of life.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is supposed to investigate several parts related to the topic and provide a literature review and previous related studies.

A. Previous Related Studies

Several studies are relevant and can support this research. Many researchers have conducted research related to teaching English to young learners in rural areas.

Challenges in Teaching English to Young Learners in Southern Thailand (Prihatin et al., 2021). The purpose of this study is to examine the challenges pre-service teachers encountered and how they overcame them throughout their five months of teaching practice in Southern Thailand. The teacher faced challenges, including issues with their cognitive development, motivation, discipline, speaking, and writing. Pre-service teachers have challenges because of their lack of professional growth and their poor command of TEYL methodologies and procedures. Challenges also arise from outside sources, such as cultural differences, class size, school infrastructure, and curricula and syllabi. It is thought that the most important way for kids to overcome difficulties is to learn their mother tongue. Additional solutions are also suggested, like employing teaching aids and

media, learning from or speaking with teacher advisors, using gestures and mime, etc.

(Sekar Pramesty et al., 2022) Compared to urban and suburban settings in rural areas, schools are seen to have distinct problems, especially when it comes to teaching English to Young Learners (TEYL) at an Elementary School in Ponorogo, specifically in Sendang. For people who reside in rural areas, issues like inadequate educational facilities, unqualified teachers, or a lack of parental support are frequently associated with educational inequality. The findings is learning English in remote areas was constrained by the status of English as a local content that created less supportive the teacher English, most the teacher at that school does not have a background as an English teachers, the learning curriculum was not in understand with the learning English, students motivation and success in learning English were significantly impacted by their parents socioeconomic. Therefore, in order to solve the aforementioned issues, English teachers in rural areas must employ a variety of tactics.

According to Indra Sudrajat (2022), the purpose of this study was to find out the teacher strategies used and the find out challenges the teacher resolves when teaching English to young learners at a Bandung kindergarten. Teaching English to young learners needs to be engaging and successful in order to meet learning objectives. However, it is very challenging for EFL

teachers to teach speaking to young learners. The study findings demonstrated that the instructor employed three methods: drilling, games, and songs to teach English speaking to young learners. Sometimes, the researcher discloses that the research findings about the teachers' challenges can be separated into two categories: internal and external challenges. Lack of exposure to English outside of the classroom is one of the external challenges. Teachers must use a variety of teaching techniques, provide students the chance to speak English in class, provide sufficient learning resources, manage the classroom, foster a positive and engage in self-reflection to overcome these obstacles.

(Agustina et al., n.d.) Teaching English to young learners presents challenges for teachers. Based on the results, student teachers encounter several challenges when doing their internship, including students' lack of focus, difficulties in delivering materials, low learning interest, and diverse comprehension levels. Additionally, pupils are divided according to their interests, entertaining lessons are created, gratitude is expressed, instructional material is delivered, and incentives are given.

According to (Pertiwi et al., 2020), this study is an English course for kids in Yogyakarta. There are various teaching methods used in the classroom, including the use of monotonous media, varying class sizes, students' characteristics, and language

proficiency issues. Keeping the class under control is the hardest. The teachers should have the strategies ready to tackle the problem.

The five previous studies above discuss the challenges and strategies in teaching English to young learners. However, in this study, the researcher intends to describe and explore the challenges and strategies of teachers in teaching English in rural schools. The researcher wants to explore more about English learning in the area. This current study aims to contribute to this gap by providing a detailed, qualitative case of SD Negeri 2 Candisari, specific insight into the real-world experiences of teachers tackling these complex issues.

B. Literature Review

1. Definition of English Language Learning

The only time English is utilized as a foreign language is during class when the subject is being taught. They use native tongues, such as their mother tongue or national language, for communication at home. Furthermore, language is composed of four parts. The first is pronunciation, which is the process of making speech sounds, including intonation, articulation, and stress, frequently following a standard of accuracy or acceptability. The second is vocabulary is all about the words in a language or a particular group of terms that are attempting to learn. The third structure is the arrangement and organization of an object or

system's components. And the last is grammar, the body of rules that describe how words are employed in a language.

One of the international languages, English, is the first language used to communicate with people worldwide and is also utilized as a medium of communication. The United States, England, and other countries were the first to speak English, a Germanic language. Additionally, English is used in around 60 countries. Every international standard flight in some nations also uses English. Thus, one of the things that needs to be learned is English. Learning is still unstable in Indonesia because the majority of English language instruction is insufficient to produce engaging results. On the contrary, learning English will make you the world's most successful person. Many Indonesian product brands and businesses offer scholarships overseas to those who are proficient in the language.

According to (Yıldırım & Doğan, 2010), there should be at least five prerequisites:

1. The kids spend a lot of time learning English, which can take place over a few years.
2. Both inside and outside of school, they are surrounded by English.
3. To function daily, such as to make friends, learns at school, shop, or travel, they must be able to communicate in English.

4. They are exposed to many different forms of English usage, such as written and spoken English for communicating, English for completing tasks, and English for envisioning.
5. Through their exposure to English as a communication tool where the emphasis is on meaning rather than form, as well as a topic to be learned, they will get a lot of meaningful language input.

In conclusion, the aforementioned circumstance is crucial to the foreign language acquisition process. It will have an impact on language acquisition outcomes, particularly for younger students.

2. Objectives of the English Language Learning

The objectives of English language learning are to improve people's ability to communicate in English is the clear goal of English language instruction in Indonesia. English is a widely utilized international language in a variety of industries such as technology, education, and commerce. As a result, Indonesians must speak English well. Strong English communication abilities allow Indonesia to take advantage of more opportunities worldwide.

According to Yani et al. (2018), demonstrated proficiency in a foreign language facilitates your career in public relations and helps you build positive interactions with clients, organizations, and businesses. They can expand their knowledge and

understanding, establish worldwide cooperation, and communicate with people from different nations. Proficiency in the English language is essential for anyone hoping to work in the tourism sector.

To compete globally, many businesses and organizations look for workers who can communicate effectively in English. Indonesia can improve its chances of landing better, higher-paying professions by learning English. As a result, the goal of learning English in Indonesia is crucial and must be highlighted. Enhancing their English communication abilities allows Indonesia to expand its perspectives, confidently take on global difficulties, and actively participate in the global community.

In certain situations, Indonesia might still need to completely understand the significance of learning English. English may still be viewed by some as a foreign language that is only required in specific contexts, like working for a multinational corporation. They might still need to realize that in the modern, globalized world, having strong English language abilities might give one a major competitive edge. In addition, there should be a more positive belief that studying English just about becoming proficient in grammar and vocabulary.

Refer to queries about the purpose of English language instruction in Indonesia, consult the guidelines and rules published by the Ministry of Education, Culture, Research and Technology

(Kemendikbudristek). Indonesia's curriculum and learning English standards are governed in part by the Ministry of Education and Culture. The Ministry of Education and Culture has reviewed the goals of English language instruction in Indonesia in the Standard Kompetensi Lulusan (SKL) English Training Course for the specific purpose of Presidential Regulation No. 8 of 2012:

1. Knowledge and language skills, namely listening, speaking, reading, and writing skills. As well as language competencies, namely, grammar and vocabulary.
2. English language proficiency that is actively useful in daily life. English language proficiency that can be actively used in daily life is another goal of English language instruction in Indonesia. This is crucial for people to be able to use English in a variety of contexts, including speaking with foreigners, travelling, reading and writing in the language, and taking part in English-language presentations and conversations. People in Indonesia can increase their possibilities and improve their quality of life by actively applying their English language abilities in daily life. They can interact with people from other nations, engage in international activities, and access English-language information and services.

3. Attitudes towards the English language that are suitable for the language's variety and context.

Developing attitudes towards learning English that are appropriate for the context and variety of languages is the aim of English language instruction in Indonesia. This is to help people become proficient in using English as a communication tool in a variety of contexts. It is crucial to keep focusing on learning English policies from the standpoint of creating global citizens with intercultural competency, even though English is still seen as a foreign language in Indonesia. Additionally, Indonesia's approach to teaching English as a foreign language is still evolving, particularly with the integration of educational technologies.

The quality of English language instruction in Indonesia must be continuously improved in order to meet these goals. This entails creating a curriculum that is current and first meets the needs and demands of the times while also utilising cutting-edge techniques and technology. Through this approach, people in Indonesia can improve their communication abilities, get beyond obstacles, form cross-cultural bonds, and actively participate in the global community. Thus, studying English in Indonesia involves more than just mastering the language; it also involves developing a global perspective and equipping people to handle the opportunities and problems of a globalised world.

3. Aspects of Learning English

There are several elements of learning English that aid in one's comprehension. One factor that has a significant impact on studying English is enjoyment. English learning will be simpler and proceed more quickly when someone enjoys the process. When someone is persistent, they put in effort to learn English and never give up, demonstrating a strong desire to learn the language. As a result, it helps them realise how crucial English is to their lives. Additionally, learning English increases a person's sense of self-efficacy. Self-education might occasionally be more convenient for English language learners than receiving instruction from a third party. Parental support has an impact; parents can assist their children in learning English by providing resources and covering the cost of an extra English session.

English learners can develop their language skills by practicing in a variety of circumstances, such as instructing others, speaking, reading, listening, singing, practicing test techniques, and answering various English-language test items. The number of years a person spends learning English is known as their length of practice. The more time spent learning English, the more experience the learner has. The term "status of the language" describes the position of the English language globally. As is well known, English is the primary language of many nations and is an international language. They can more easily keep up with the

speed of learning more about English when they are studying a language with a powerful status.

4. Components of English Language Learning

A teacher must consider the learning style of the students when teaching English grammar, vocabulary, and pronunciation. The teacher should carefully plan and arrange the material in order to teach vocabulary. Prioritise concrete items over abstract ones. Teaching vocabulary involves more than just teaching words as discrete words; it also involves teaching them as formulaic chunks. Additionally, the effectiveness of teaching methods has a significant impact on kids' learning outcomes (Kurniasih, 2008).

Four components of English language learning are listening, speaking, reading, and writing. These components work together to provide a comprehensive comprehension of the language. Furthermore, pronunciation, grammar. And vocabulary is a crucial component of learning English.

Here's a closer look at each element :

- 1) Listening: this entails comprehending spoken English, which includes identifying various tones and accents. Paying attention to noises, identifying patterns, and comprehending the spoken language context are all necessary for effective listening skills.

- 2) Speaking: this entails accurately and fluently producing spoken English. It entails employing proper language and terminology as well as having the ability to communicate coherently.
- 3) Reading entails comprehending written English, including its various genres and formalities. It calls on the ability to decode words, comprehend sentence structure, and conclude the material.
- 4) Writing: this entails accurately and fluently composing written English. It entails knowing the audience and goal, using proper syntax and terminology, and being able to convey oneself in some ways.
- 5) Vocabulary: the list of terms that a student is familiar with and comprehends. For comprehension and communication to be effective, a large vocabulary is necessary.
- 6) Grammar: the rules governing the arrangement of words in sentences and their relationship with one another are referred to here. Producing and understanding grammatically accurate English requires an understanding of grammar.
- 7) Pronunciation: describes the sound that words make when spoken. Pronunciation accuracy is crucial for understanding and clarity.

5. Definition of Young Learners

When discussing education, the term “Young Learners” usually refers to children who are just beginning their formal education, usually from the first grade of school (5-7 years old) until the end of elementary school, which is around 11-12 years old. English Young Learners (EYL) programs, which aim to make language acquisition enjoyable and interesting for this age, frequently centre on them.

6. Teaching English for Young Learners

Teaching English to young learners differs from teaching it to adults. As a result, elementary school English teachers must understand and implement the ideas of language classroom management and teaching learning to young learners. Additionally, to utilize ideas, methods, and tactics of teaching learning English correctly, English teachers must be able to create materials in addition to being proficient teachers.

During the teaching learning process, English teachers need to be aware of the following types of language learning materials for young students (Sukarno, 2008):

- a. Learning resources are not extra materials for fun. Rather, they are essential resources that are arranged and taught as engaging activities that children typically engage in regularly.

- b. Children's learning materials must be suitable for their abilities, environment, and other factors. Therefore, individuals who are familiar with English songs and activities become the best English teachers for young learners. Furthermore, they can organise those things to make the engaging.
- c. Techniques and resources must be clearly distinguished from one another. Resources include games, poems, stories, and songs.

Several things must be taken into account in order to achieve the intended goal of English teaching and learning in elementary schools. These include the ideas of teaching language to young learners, how to manage the English classroom environment, and things to take into account when creating resources. There is more to teaching English to young learners than just assigning them a variety of real-world language exercises in the classroom. Teaching English to young learners a second or foreign language successfully calls for specialised knowledge and abilities that are different from those suitable for teaching adults.

7. Characteristic of Young Learner

To maximise learning and assistance, teachers must have a thorough understanding of their students. In addition to considering specific challenges and viewpoints regarding how young learners think and learn, teachers must possess knowledge about the

physical, emotional, intellectual, and educational characteristics of their students.

Young learners differ from adults, adolescents, and even older children in their traits and methods of learning. Additionally, the teachers must comprehend the thoughts and behaviours of their pupils. It implies that each child has unique qualities, which educators should know. Teachers must treat every young learner as having an extremely acute sense of justice.

Children are special learners who can mimic things readily, like a language. They need to be in an atmosphere where the language they are learning is meaningful due to the context and the teacher's communication style.

According to (Wendy A. Scott and Lisbeth H. Ytreberg, 1990) the characteristic of young learners are characterized as active learners; they absorb information through their senses, react to language through tangible objects, and are drawn to real-world activities and physical motions that provoke thought. They like to play, learn best when they are having fun, and will be enthusiastic if they are taught through enjoyable activities. The teachers need to understand how to deal with children in the classroom since they are wonderful and have a lot to contribute. Young learners pick things up quickly, but their attention spans are short, and they grow bored rapidly. As a result, a teacher must have a thorough understanding of the traits of young learners, which will be very

beneficial in order to facilitate the process of teaching and learning process.

8. Challenges of Teaching English to Young Learners

A challenge is when someone is faced with an activity that requires a lot of mental or physical work to complete well, thereby testing their abilities. Challenges are obstacles that must be surmounted to motivate perseverance and enhance problem-solving skills. This encourages people to put in more effort and strive to find answers because nobody can overcome obstacles without bravery and unwavering resolve.

Therefore, the term "challenge" in this study refers to the difficulties or issues teachers encounter when instructing EFL students in English. It takes both mental and physical strength to overcome the obstacles, and it has no detrimental effects on the process of teaching and learning.

Teaching English is a hurdle as well. Some teachers encounter difficulties when attempting to teach English as a second language. According to Lynch, there are three main issues or challenges with teaching and learning English, and these are:

1. The Lack of Motivation in Students

Students may not pay attention in class, engage in conversation with their peers, scribble in their notebooks, or, worse, skip class altogether. The pupils find it difficult to participate in

class discussions and comfortably acquire the language. As a result, one of the most important factors in teaching languages, particularly English, is motivation. Students will find it challenging to absorb the information on language learning if they are not motivated.

2. Insufficient materials, time, or resources

One of the difficulties in teaching English as a second language is the lack of adequate learning time. Teachers and students require additional time to deliver comprehension theory and hands-on activities when learning a foreign language. In addition, the availability of materials and resources is essential. Without tools and resources, it is challenging for educators to create educational activities. Then, without both of them, the students likewise struggle to comprehend the theories.

3. English classes that are overcrowded

As mentioned above, an overcrowded class is when the number of students exceeds capacity in the classroom. It could be challenging for teachers to provide one-on-one attention to a large class of kids. Smaller classrooms are frequently thought to allow teachers to concentrate more on the needs of their pupils and spend less time in class addressing disruptions.

9. Definition of Rural Areas

Rural area schools often face a unique set of challenges that differentiate them from urban and suburban educational environments. These challenges significantly affect the quality of education, including the teaching of English to young learners.

One of the key characteristics of rural area schools is limited access to educational resources. According to Amy Price Azano (2015), rural schools frequently lack sufficient teaching materials, updated textbooks, and technological support, which hinders the effectiveness of instruction. This limitation becomes more severe in English language learning, where media and exposure are crucial for developing language proficiency.

In rural areas, teachers often experience professional isolation and limited opportunities for professional development (Monk, 2007). This isolation reduces teachers' access to new teaching strategies, innovation. And collaborative learning communities. In turn, it may affect their confidence and creativity in delivering English lessons enjoyable way, particularly to young learners who require engaging and age-appropriate methods.

In conclusion, teaching in rural area schools, particularly English for young learners, involves overcoming numerous obstacles related to resources, training, environment, and community support. However, with target support, professional

development, and innovative strategies, these challenges can be effectively addressed to improve educational outcomes.

C. Theoretical Framework

The theoretical framework of this study, built upon a synthesis of key theories and concepts from Second Language Acquisition (SLA). In particular, as applied to young learners, a framework addressing teacher cognition and adaptation in a challenging educational context. This multiple-faceted approach allows for a comprehensive understanding of how theoretical principles of language learning manifest and are negotiated in a specific, resource-constrained environment.

1. Second Language Acquisition (SLA) for Young Learners

At the core of this study is an understanding of how young learners acquire a second language. Several theories of SLA provide insight:

- a. **Input Hypothesis** by (Oller & Krashen, 1988), this hypothesis states that language acquisition occurs when learners are exposed to comprehensible input. For young learners, this implies the critical need for teachers to provide meaningful and understandable English. In rural areas, where external exposure to English is minimal that teachers become the primary source. The challenges

explored in this study often relate to the difficulty of providing sufficient and varied environments.

- b. **Affective Filter Hypothesis** by Oller & Krashen (1988) suggests that emotional factors, such as anxiety, motivation, and self-confidence, can either facilitate language acquisition. For young learners, maintaining a low affective filter through a fun, supportive, and low learning environment. This theory is particularly relevant when examining teachers' strategies aimed at improving students' motivation.
- c. **Sociocultural Theory** by Vygotsky (1980), this theory emphasizes the role of social interaction and cultural tools (language) in cognitive development. In the context of rural schools, this highlights the importance of the classroom as a social learning space and how teachers mediate learning, even when external cultural support for English is limited. The challenges of limited peer interaction or lack of English in the community become apparent through this lens.
- d. **Constructivism Theory** by Vygotsky (1980) is crucial for learning for young learners. Language acquisition is often most effective when they are actively involved in constructing their understanding rather than passively receiving information. In the context of English for young

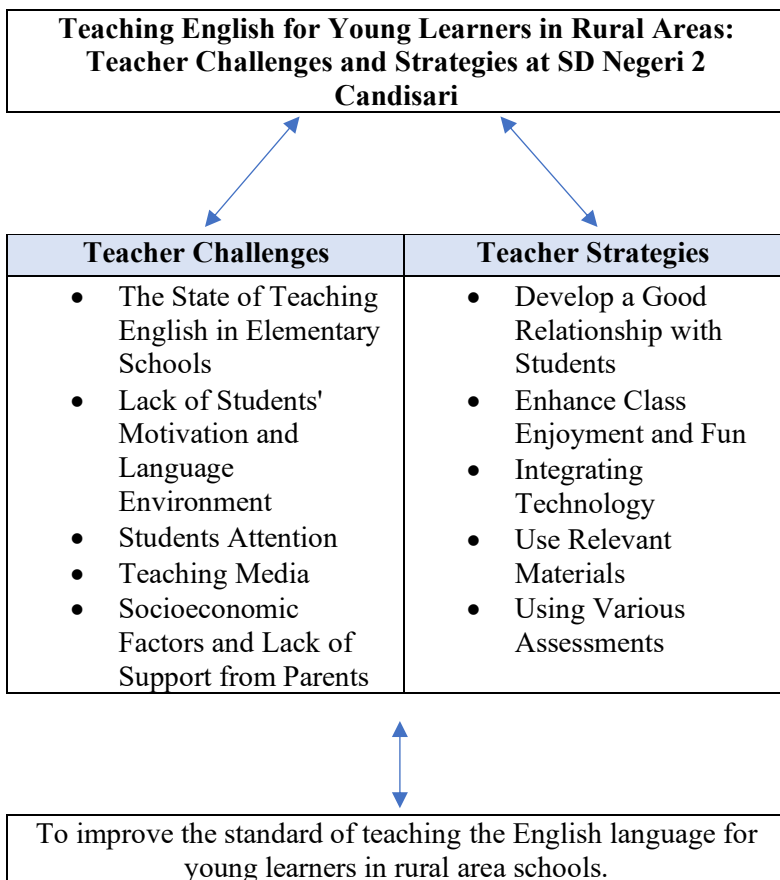
learners, children learn through hands-on experiences, interaction, and explanation.

These theoretical frameworks are interconnected the investigate teachers' challenges and strategies. The SLA theory for young learners provides the ideal pedagogical and highlights what is theoretically necessary for effective language acquisition in children. The teacher cognition and adaptation then explain how teachers, as an object with a rural area in their schools, interpret these ideal principles and strategies, modify their practice to overcome the challenges presented by limited resources, low student exposure, and other contextual factors.

By employing this theory, the study aims to move beyond challenges and strategies to provide a deeper understanding of why these challenges exist, how teachers perceive and respond to them, and what makes their adaptive and effective strategies in English language activity for young learners in rural areas at SD Negeri 2 Candisari.

D. Conceptual Framework

This conceptual framework outlines the key elements and relationships involved in examining teacher challenges and strategies for teaching English to young learners at SD Negeri 2 Candisari.



This conceptual framework is designed to explore and understand how the rural schools, particularly at SD Negeri 2 Candisari, influence English teaching practices for young learners.

1. Context

The study is situated in a rural area school with its unique environmental, social, and infrastructural characteristics that affect teaching practices.

2. Central Phenomenon- Teaching English for Young Learners (TEYL)

English for young learners involves specific methods and approaches that differ from teaching adults. It demands play-based, engaging, and meaningful learning experiences.

3. Teachers Challenges

Teachers in rural schools face several challenges, including:

- The State of Teaching English in Elementary Schools
- Lack of Students' Motivation and Language Environment
- Students Attention
- Teaching Media
- Socioeconomic Factors and Lack of Support from Parents

4. Teacher Strategies

In response to those challenges, teachers apply various strategies such as:

- Develop a Good Relationship with Students
- Enhance Class Enjoyment and Fun
- Integrating Technology
- Use Relevant Materials
- Using Various Assessments

5. Outcome

The combined effect of identifying challenges and implementing strategies aims to improve teaching effectiveness and student learning outcomes in the rural EYL context.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method. It focuses on the method used in conducting this study, which covers the research design, research setting, participants, research instrument, data, data analysis technique, and trustworthiness.

1. Research Design

This study, “Teaching English for Young Learners in Rural Areas: Teachers’ Challenges and Strategies at SD Negeri 2 Candisari,” uses a qualitative research approach using a case study design. This approach is chosen to provide an in-depth understanding of the specific phenomena in real life.

A qualitative approach is best suited for this study because it aims to explore and understand the complex social realities and experiences of the English teacher at SD Negeri 2 Candisari. Qualitative descriptive research aims to describe the situation as it is, without manipulation or certain treatments, and to reveal the meaning behind the actions, experiences, and social context faced by the teacher.

The main focus of this study is to describe the challenges and strategies the teaching English to young learners in rural areas.

The researcher acts as the main instrument in data collection and analysis, which is carried out through in-depth interviews, direct observation, and documentation.

2. Research Setting and Participant

This study was conducted in one of the rural areas located in an SD Negeri 2 Candisari, more precisely located on the outskirts of Purwodadi District, Grobogan Regency, Central Java, Indonesia. This location was chosen because it represents the general characteristics of schools in rural areas, namely limited facilities, limited access to English learning resources, and unique social and geographical challenges.

Participants of the study are English teachers at the elementary school level in lower or upper grades. The participants were an English teacher selected using purposive sampling, that is, based on certain considerations, such as experience teaching English in rural areas, active involvement in the learning process, and the readiness to participate in interviews and observations.

3. Technique of Collecting Data

The data in this study were collected through triangulation and a comprehensive understanding. In this study, the researcher used in-depth interviews and document analysis. Multiple data collections will be utilized:

a. In-depth Semi-structured Interview

- Purpose: to elicit detailed information about teachers' challenges, personal experiences, teachers' strategies, and their reflection on the effectiveness of the strategies.
- Procedure: An interview will be conducted individually with each English teacher. A set of open-ended questions will guide the conversation. The interview will be audio-recorded and later transcribed for analysis.
- Focus: specific challenges, types of strategies used, perceived effectiveness of strategies, and factors influencing their choices.

b. Document Analysis

- Purpose: to gather information that can be provided to interview and observation data, such as curriculum documents, lesson plans, or any available school related to English teaching.
- Procedure: Relevant documents will be collected from the school.
- Focus area: alignment of lesson plan with observed practice, types of material suggested, and official policies regarding the English language.

4. Research Instrument

The instruments in this study are designed to align with the chosen data collection method, in-depth semi-structured interviews and document analysis, to ensure comprehensive and triangulated insight into teachers' challenges and strategies in teaching English for young learners at SD Negeri 2 Candisari.

5. Technique of Data Analysis

In data analysis, the researcher used descriptive qualitative research. It leads the researcher to collect the data, analyze it, arrange it, and then present it by describing what the researcher had discovered. In this qualitative method, the researcher did not use any statistical procedures. The researcher would describe the data obtained qualitative way. Regarding this qualitative research, the researcher used data analysis based on the theory of (Matthew B. Miles, 2020). They said that we define analysis as consisting of three concurrent flows of activity:

1) Data Reduction

According to Matthew B. Miles (2020), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in written-up field notes or transcriptions. The goal of data reduction, a crucial step in qualitative data analysis, is to simplify and arrange unstructured data into information that is both structured and useful. Researchers choose,

concentrate, and convert data from intricate location records into methodical summaries that can aid in understanding the phenomena under study in this ongoing process. Data reduction is primarily used to refine, classify, and arrange the data so that the researcher can more quickly reach findings.

2) Data Display

In (Matthew B. Miles, 2020), data display is the second component of qualitative data analysis. A critical step in the qualitative data analysis process, data presentation seeks to coherently and methodically arrange information. Through the use of descriptive narratives, tables, charts, or graphs that illustrate the connections between the phenomena under study.

3) Conclusion Drawing

(Matthew B. Miles, 2020) Describe the third type of data analysis activity as drawing or verifying a conclusion. Conclusion drawing is about stepping back to think about what the analyzed data mean and to evaluate their implications for the data obtained, and verifying them by collecting other data to make sure that the results are thorough and elaborate.

By using the interactive data analysis technique of (Matthew B. Miles, 2020), this study is expected to produce an in-depth,

structured, and verified understanding of the challenges and strategies teaching English for young learners at SD Negeri 2 Candisari.

6. Trustworthiness

In this study, the trustworthiness of “Teaching English for Young Learners in Rural Areas: Teachers’ Challenges and Strategies at SD Negeri 2 Candisari” is demonstrated to demonstrate the rigor and value of findings. Here’s how each criterion can be addressed:

1) Credibility

To enhance the credibility of this study, the strategies will be employed: data triangulation, prolonged engagement, persistent observation, and member checking.

2) Transferability

To enhance the transferability of this study used thick description will provide a rich, detailed, and comprehensive description of the research context, the participants' (teacher background or experience), and the findings, specifically the challenges and strategies with examples.

3) Dependability

To ensure the dependability of this study used detailed records of data collection procedures (interview or

observation schedules), documentation, data analysis, raw data (transcripts, field notes, and copies of documents), decision logs that explain, and peer examination were used.

4) Confirmability

To enhance the confirmability of this study used an audit trail (described under dependability), researcher reflexivity, and triangulation as with credibility to ensure credibility by ensuring that the findings are not solely dependent on a single data source.

By systematically applying these trustworthiness this qualitative case study aims to produce findings that are not only insightful and relevant but also rigorous and defensible within the academic community.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings of the study at SD Negeri 2 Candisari regarding the challenges by English in teaching Young Learners in rural areas and strategies implemented to overcome these challenges. Data were collected through in-depth interviews with English teachers and analysis of relevant documents. The findings are presented descriptively on the research question, followed by a discussion of those findings to theories and prior research.

A. Findings

This study aims to uncover the challenges faced by teachers in teaching English to elementary school students in rural areas and the strategies used to overcome these challenges. The findings are presented based on the results of interviews, observations, and documentation from the English teacher at SD Negeri 2 Candisari.

Two research questions are answered in this section: 1) What are the teachers' challenges in teaching English to young learners? 2) What are some effective strategies for teaching English to young learners with varying abilities?

Following the study, the researcher collected information from an in-depth interview regarding the difficulties teachers had when instructing English in the classroom. The outcome of the data

processing revealed that there were some difficulties the instructor faced.

1. Challenges in Teaching English for Young Learners in Rural Areas

Based on the results of interviews and observation, several challenges faced by teachers were found, namely:

1) The State of Teaching English in Elementary School

The most challenging is the severe scarcity of appropriate teaching resources and facilities.

“The implementation of English in this school is good, because there are already teachers who are graduates of English education. But, often limited availability of relevant and engaging teaching materials, such as age-appropriate textbooks, story books, or multimedia content”. (Teacher, Direct interview, January 8, 2025).

2) Lack of Students' Motivation and Unsupportive Language Environment

Based on the interview, the challenges identified lack of students' motivation and language environment. The teacher observed that students had almost no exposure to the English language outside of class hours.

“Lack of student motivation in students' abilities in English. This can be overcome by creating a cheerful and enthusiastic classroom atmosphere is very important so that students feel more involved and motivated. And they are at home, they don't speak English”. (Teacher, direct interviews, 8 January 2025).

3) Students Attention

Based on the interviews, the teacher has the biggest challenges in teaching English to young learners, namely that students get less attention during learning and get bored easily.

“Restoring elementary school students' attention to learn when they are bored is the largest obstacle in teaching them. Lessons quickly bore pupils, who will then engage in other activities, such as playing, more than listening to the teacher, after ten to fifteen minutes of concentration. They will pay attention when the teacher chastises them, but not for very long”. (Teacher, 8 January 2025).

4) Teaching Media

The most dominant challenges for English teachers were the minimal resources and supporting facilities for English language learning.

“There are several facilities, but it is not yet optimal. There are several English learning books, especially for the latest

curriculum. Several classes do not have the books yet. There are LCD projectors if teachers want to use multimedia-based learning media, but the number is still limited". (Teacher, 8 January 2025).

5) Socioeconomic Status and Lack of Support from Parents

The results of the interviews, schools have observed socioeconomic factors and a lack of the support of the parents in recent years.

"The socio-economic background of parents has a significant influence on learning English, because in rural areas where the majority of parents work as farmers or laborers, the family's main priority. And many parents in rural areas may not realize the importance of English for their children's future. And parents don't know English, so the children are not guided. Sometimes homework is not done". (Teacher, 8 January, 2025).

2. Strategies Used by Teachers to Overcome Challenges

To answer the second research question, the data used were interview data. Based on the findings of the interview, teachers in rural areas employ several ways to address challenges in the learning process for young learners, specifically in the context of teaching English to young learners in rural areas, especially at SD Negeri 2 Candisari.

1) Develop a Good Relationship with Students

This student-teacher relationship is a simple and effective antecedent strategy for shaping student behavior.

“Usually, when they first start learning here, I try to make them more relaxed and happy. For them to concentrate more on the information I will be sharing. I'm more forgiving and don't insist that they learn the words I've used. I will then assist them in times of need. After that, make them feel at ease in the classroom as they study and use media for all of the subjects, including games, quizzes, singing, etc”. (Teacher, 29 March, 2025).

2) Enhance the Class Enjoyment and Fun

Based on the interview, the teacher focuses on making learning interactive.

“I usually use games to get them excited while in class.”
(Teacher, 29 March, 2025).

3) Integrating Technology

Technology integration offers great potential to overcome a variety of challenges, from limited materials to students' motivation and minimal language exposure.

“Even if there isn’t a stable internet in every classroom, a laptop loaded with materials can be a valuable resource. Teachers can download videos, images, or worksheets before entering class. Integrating technology can teachers must also update technology so that learning is more fun, up-to-date, and more interesting. With this, classes can be more active, and the material can be easily understood. Students become more enthusiastic about learning because the learning is varied and interactive.” (Teacher, detailed interview, 29 March 2025).

4) Use of Relevant Material

The result of the interview with the teacher, using relevant material in teaching and learning to young learners, can improve students' interest and motivation. By using relevant materials, teachers can make English learning more meaningful and interesting for students.

“Use relevant material, so that it is easy to understand, and children may be more interested and active because they feel it is related to their lives. And can use games, pictures, videos, or songs to make learning interesting for students. This activity is necessary so that we know which methods children like and so that learning does not seem boring. In using the play method, students show a high level of enthusiasm.” (Teacher, detailed, 29 March 2025).

5) Using Various Assessments

According to the data obtained from the interview, some strategies to face the challenges of learning English for young learners, the last one is related to using various assessments. The teacher said:

“Because to test the student's abilities, to find out their development, too. And using various assessments in English learning can help me as a teacher to understand each student's abilities more comprehensively. The assessments used can be in the form of written tests, oral tests, project-based, portfolios, feedback, or self-assessment.” (Teacher, detailed interview, 29 March 2025).

B. Discussions

This section delivers into the interpretation of the research findings by connecting them to existing theories and previous studies outlined in Chapter II, while also highlighting the broader implications of these discoveries.

1. The Teachers' Challenges

The research findings indicate that English teachers at SD Negeri 2 Candisari encounter significant and multifaceted challenges when teaching young learners. These challenges resonate strongly with issues identified in the broader academic

literature concerning language teaching in rural area schools and resource-constrained educational settings.

Firstly, the State of Teaching English in Elementary Schools in Indonesia, particularly in rural areas, is characterized by a complex interplay of challenges and efforts to adapt. There is a widespread lack of relevant, age-appropriate, and engaging materials. This often forces teacher to create their materials (Jazuly et al., 2019). Many elementary schools in rural areas lack essential facilities such as language laboratories, projectors, stable internet access, or even sufficient audio devices. This restricts the implementation of modern and interactive teaching methods (Asriyanti et al., 2013).

Furthermore, the inadequate facilities remain a critical bottleneck. The lack of textbook materials at SD Negeri 2 Candisari reflects a widespread issue in many Indonesian rural schools (Sakkir et al., 2020).

In conclusion, the state of teaching English in Indonesian elementary schools is undergoing a significant transformation driven by policy reform. While this provides a strong framework, its ultimate success in rural areas like SD Negeri 2 Candisari will largely depend on effectively overcoming the persistent challenges related to the state of teaching English to young learners in rural schools.

The second challenge, Lack of Students' Motivation and Unsupportive Language Environment from SD Negeri 2 Candisari a significant and pervasive challenge to effective English language teaching. These are two challenges deeply interwoven, creating a formidable barrier to sustained language acquisition for young learners in rural areas. In particular, from (Oller & Krashen, 1988) input hypothesis posits that comprehensible input is fundamental for language learning. In rural areas, students receive virtually no authentic English input beyond the classroom. As articulated by (Febriana et al., 2018), this lack of motivation in rural areas, naturalistic exposure significantly hinders retention and slows down the acquisition of vocabulary, grammar, and pronunciation. Consequently, students' motivation becomes highly volatile. While young learners may exhibit initial curiosity and enthusiasm for a new subject. The lack of tangible opportunities to use English in meaningful ways outside the classroom often leads to a diminished sense of progress or achievement.

In essence, the lack of motivation and an unsupportive environment represent deeply interconnected challenges that force English teachers in rural elementary schools to operate under conditions of considerable adversity.

Third, the teacher's challenge is students' attention, one of the most significant challenges in teaching English to young learners at SD Negeri 2 Candisari is maintaining student attention during

classroom activities. These issues were consistently observed and confirmed through teacher interviews and classroom observations. The teachers noted that students often become easily distracted, lose focus quickly, and show inconsistent engagement during English learning.

The lack of students' attention in elementary school, a well-documented characteristic of their cognitive development, fundamentally shapes classroom dynamics. As highlighted by Cameron (2001), young learners require dynamic, varied, and hands-on activities to maintain engagement in learning.

In conclusion, while the short attention span is an intrinsic characteristic of young learners, it becomes a magnified challenge in rural elementary school at SD Negeri 2 Candisari. That schools have an immense pressure on teachers to be highly creative and adaptable in their pedagogical approaches to continuously capture and sustain student attention throughout the English lesson.

Fourth, the teacher's challenge is a lack of teaching media available for the English teacher at SD Negeri 2 Candisari. The teacher reported significant challenges in delivering engaging English materials due to the limited availability of teaching aids and technological tools. This issue is particularly common in rural areas where funding and infrastructure are often inadequate.

In the context of teaching English to young learners, using varied and interactive teaching methods and media is essential. Furthermore, the inadequate supporting facilities directly exacerbate the media challenge. Studies by Sakkir (2020) underscore that the scarcity of appropriate learning resources significantly impedes effective instruction.

Furthermore, the inadequate supporting teaching media challenge. This is particularly detrimental for young learners, who thrive on visual and auditory input as well as kinesthetic engagement, as emphasized by Cameron (2001). Without the means to show videos, play audio, or display dynamic visuals, teachers are confined to more traditional tools like whiteboards and self-made charts.

The conclusion, teacher challenges of a lack of teaching media significantly affect the implementation of English instruction in rural elementary schools. At SD Negeri 2 Candisari, the teacher has taken commendable steps to adapt and create materials manually, but these efforts can only go so far without systematic support. A commitment from education stakeholders to equip rural teachers with essential media and training is necessary to improve the effectiveness of TEYL in rural areas.

The last discussion section aims to interpret the findings related to the impact of socioeconomic factors and the lack of support for parents in rural area schools. One of the significant challenges for

teachers in teaching English to young learners in rural areas is low socioeconomic status, which is closely related to the lack of parental support in the learning process. In rural areas, specifically at SD Negeri 2 Candisari, many parents work as farmers or laborers with limited income and educational background. This condition directly affects students' access to learning resources such as books, the internet, or private tutoring, and reduces the ability of parents to encourage their children's English learning at home.

According to Eccles & Harold (1993) suggested that schools could play a critical role in helping adolescents with health and developing the mental trajectory. Adolescents spend more waking time in school than anywhere, including with family. A lack of parental support can manifest in various forms, including “many parents in rural areas may not realize the importance of English for their children’s future”. When support, whether in the form of academic guidance, emotional reassurance, or participation in school activities, is inadequate, children may feel unmotivated. Active parental involvement has been shown to enhance children's academic outcomes and psychosocial well-being Eccles & Harold, (1993), and its absence can deprive children of these vital resources.

2. Teachers' Strategies to Overcome the Challenges

This discussion section aims to interpret the findings concerning the various strategies teachers employ to overcome the challenges in rural area schools. Establishing a strong and positive relationship with students is one of the key strategies employed by teachers at SD Negeri 2 Candisari to overcome the challenges in teaching English. In rural areas, where students may have low motivation, limited exposure to English, and a lack of support from their parents and environment, a close teacher-student relationship becomes an important factor in creating a safe and supportive learning environment.

These strategies align with Vygotsky (1980) Sociocultural Theory, which emphasizes the role of social interaction in learning. According to Vygotsky (1980), meaningful learning occurs when students interact with more knowledge, such as teachers, in a context of trust and mutual respect. As David Nunan (2010) states, teacher-student relationships are especially important in young learners' classrooms, where emotional factors have a strong impact on learning outcomes.

This discussion emphasizes that nurturing good relationships with students is not an incidental byproduct of teaching, but a deliberate and powerful pedagogical tools that underpin successful learning.

One of the strategies implemented by the English teacher at SD Negeri 2 Candisari is creating a fun and enjoyable learning environment. Since young learners in rural areas often have limited exposure to English outside the classroom, making the class engaging is crucial to maintaining their interest and active participation.

The study indicates that when classes are perceived as enjoyable, students exhibit significantly higher levels of intrinsic motivation and greater willingness to participate. This aligns with Affective Hypothesis (Oller & Krashen, 1988), which posits that a low anxiety, enjoyment environment reduces the “affective filter”. Allowing learners to be more receptive to new information and less inhibited in their learning process. When students genuinely enjoy what they are doing, the perceived effort decreases and the desire to learn for its sake increases.

Several strategies for integrating technology in English learning. Although teaching in rural schools often comes with limited access to advanced technology tools, some teachers at SD Negeri 2 Candisari have made efforts to integrate simple technology into their English lessons. The teacher recognizes that using technology, even in small ways, can increase students' motivation, enhance understanding, and make the learning experience.

The study consistently revealed that well-integrated technology significantly enhances students' engagement and motivation. This aligns with Constructivism Theories, Vygotsky (1980), which emphasize active learning and exploration. Technology, when used effectively, can transform passive recipients of information into active participants in their learning.

In conclusion, integrating technology effectively into the classroom is a complex yet immensely rewarding endeavor. It moves beyond merely digitizing traditional practices to fundamentally transform teaching and learning experiences. By focusing on thoughtful application, continuous support, and addressing underlying challenges, teachers can harness the full potential of technology to create dynamic, engaging, and personalized learning environments for all students.

One of the next strategies is using relevant materials is a key strategy employed by teachers at SD Negeri 2 Candisari to overcome challenges in teaching English to young learners in rural areas. Since commercial English textbooks are often not fully aligned with students' background knowledge. The findings consistently demonstrate that when learning material directly resonates with students' interests. That study highlights a strong connection with the relevant materials and increased students' engagement and motivation. This aligns with Constructivism Theories, which emphasize that learners build knowledge most

effectively when new information can be connected to their existing schemas and experiences Vygotsky, (1980). When materials are relevant, students see a direct purpose for learning, moving beyond rote memorization to a more intrinsic desire to understand how concepts apply to their lives or future aspirations.

Ultimately, the intentional use of relevant materials in the classroom into a dynamic space where learning is not just about acquiring facts, but about making meaningful connections to the world. The use of locally relevant resources is also a way to bridge the gap between formal English instruction and students' informal learning environment. In the absence of English exposure at home or the schools, making lessons more grounded in students' realities becomes essential for effective learning. Additionally, teachers sometimes create their own worksheets or visual aids using local themes or adapt stories and songs that reflect the local context.

The last strategies using various assessments to evaluate students' progress effectively and accommodate their diverse learning styles, teachers at SD Negeri 2 Candisari employ various types of assessment beyond traditional written tests. Recognizing that young learners in rural areas may struggle with standard testing due to limited vocabulary, reading ability, or confidence, teachers implement more flexible and informal assessment strategies suited to their developmental level.

According to Cameron (2001), assessment for young learners should be continuous, informal, and embedded within classroom activities. Traditional paper-based tests often fail to capture the full range of young learners' abilities, especially in rural school areas where students may have limited literacy support outside of the schools. Using various assessments also aligns with the principle of assessment for learning, not just assessment of learning. In a rural classroom with diverse learning needs and limited resources, applying multiple assessment methods ensures that each student has a fair opportunity to succeed and that teachers can tailor instruction based on meaningful feedback.

CHAPTER V

CONCLUSION AND SUGGESTION

In this last chapter, the researcher presents the conclusion and suggestions based on the analysis done in the previous chapter.

A. Conclusion

English teachers view teaching English as a challenging endeavour because it is a foreign language in Indonesia. Numerous issues with English instruction at SD Negeri 2 Candisari, located in a rural area in Purwodadi, Central Java, Indonesia, have been brought to light by this investigation. It has been demonstrated that the State of Teaching English in Elementary School, Lack of Motivation, Students' Attention, Teaching Media, Socioeconomic and Lack of Parents' Knowledge. This study also discovered the solutions that the individuals employed to deal with these difficulties. The study found that instructors had a variety of techniques to deal with the difficulties they confront in the classroom, such as developing a good relationship with students, enhancing the class enjoyment and fun, integrating technology, use of relevant material, and using various assessments.

This study aimed to explore the challenges faced by English teachers and the strategies they employed in teaching English to young learners in a rural school setting,

specifically at SD Negeri 2 Candisari. Based on teacher interviews, several key findings have emerged.

First, teachers face multiple challenges in teaching English to young learners in rural areas. These include the state of teaching English in elementary schools, lack of students' motivation and language environment, students' attention, limited teaching materials and media, Socioeconomic factors, and lack of parental support the parents. These factors impact the quality and consistency of students' English learning experience.

Second, despite these challenges, teachers have developed a variety of adaptive strategies to enhance the effectiveness of their teaching. These strategies include developing a good relationship with students, creating an enjoyable classroom atmosphere. Where possible, integrating technology the teacher attempt into lessons exposes students to authentic English input, even in limited ways. Teachers also make use of various types of assessments and incorporate relevant materials to better suit learners' backgrounds.

Overall, the findings suggest that while teaching English in rural areas comes with significant obstacles, these can be mitigated through the creativity, dedication, and resourcefulness of teachers. The study highlights the teacher challenges and strategies focused on rural schools

and the need for policies that provide access to better resources and infrastructure in rural schools.

B. Suggestion

From the result of the research, discussion, and conclusion. The researcher wants to suggest as following:

- 1) For the teacher
 - a. A better understanding of the theory of teaching principles for young learners will benefit the teacher.
 - b. Teachers are encouraged to continue developing creative strategies and utilizing locally available resources to make English learning more engaging and meaningful.
 - c. The teacher should be able to turn the students' weaknesses into strengths.
 - d. The teacher should use English more often to help the students become accustomed to it and encourage them to respond or imitate in English.
- 2) For Schools and Social Principals
 - a. Schools should facilitate access to basic teaching aids such as speakers, flashcards, and visual materials, and support teachers' efforts in adapting technology for language learning.

- b. School leaders are encouraged to foster collaboration among teachers, provide opportunities for knowledge sharing, and allocate time for lesson planning that accommodates creative teaching methods.
- 3) For the students

The book on how young learners learn should be read more by English language learners. Because it differs greatly from adult learners. Teaching young students is made easier when we have a deeper understanding of the idea.
- 4) For Parents and Communities
 - a. Although many parents in rural areas may have limited formal education, they can still play a supportive role by showing interest in their children's learning and creating a positive learning environment at home.
 - b. Community involvement and support—such as organizing reading programs or providing space for after-school activities—can strengthen the students' language learning experiences.
- 5) For Government and Education Policymakers
 - a. The government should consider developing policies that specifically support English teaching in rural areas by providing relevant teaching materials, funding for teaching media, and training programs tailored to rural teachers.

- b. Curriculum development should consider the local context and include flexible modules that teachers can adapt to their students' environment and needs.
- 6) For other researchers
 - a. Future studies can explore student perspectives on English learning in rural areas or investigate the long-term impact of specific strategies used by teachers.
 - b. It is also recommended to conduct comparative studies between rural and urban schools to provide deeper insight into the disparities and possible solutions.

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CURRICULUM VITAE

Personal Data

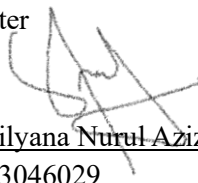
Name : Sevilyana Nurul Azizah
Place of Birth : Grobogn
Date of Birth : May 24th, 2001
Religion : Islam
Gender : Female
Address: Godongan, RT 04/ RW 01, Sugihan, Toroh, Grobogan
Email : sevilyana@gmail.com

Formal Education

1. Bachelor's Degree of English Education Department,
Faculty of Education and Teacher Training, Walisongo
State Islamic University, Semarang.
2. State Senior High School of 1 Toroh
3. State Junior High School of 3 Purwodadi
4. State Elementary School of 1 Sugihan

Purwodadi, 24 June 2025

Writer



Sevilyana Nurul Azizah
2003046029

APPENDICES

Appendices 1

Identitas Sekolah

Nama : SD Negeri 2 Candisari

NPSN : 20314595

Alamat : Dsn RT 01/ RW 06, Ds. Candisari, Kec. Pruwodadi,
Kab. Grobogan, Jawa Tengah.

Pendirian & Izin Operasional : SK No. 421.2/004/01/70/85, 1
November 1985

Akreditasi : B

Sarana & Prasarana

Luas Lahan : $\pm 1.260 \text{ m}^2$

akses Internet : Belum tersedia

fasilitas : 6 Ruang Kelas, 1 Perpustakaan

Aktivitas & Prestasi

Siswa SD Negeri 2 Candisari berhasil menjadi juara barung Pramuka Siaga tergiat Kategori Putri di Pesta Siaga Grobogan dan mewakili ke Tingkat Kwarda Jawa Tengah pada Mei 2025

Appendices 2

TEACHER INTERVIEW SHEET

Research Title: Teaching English to Young Learners in Rural

Areas: Challenges and Strategies at SD Negeri 2 Candisari

Researcher: Sevilyana Nurul Azizah

Interview Date: January 8th, 2025

Location: WhatsApps

A. Teacher's General Information

No	Question	Answer
1	Name	Alvianti Maya Wulandari, S.Pd.
2	Gender	Female
3	Age	27 years old
4	Educational background	Graduate of English Language Education of UIN Raden Mas Said 2022
5	Years of teaching experience	From 2022 until now

6	Current grade level being taught	1 – 6 grades
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B. Main Interview Questions

No	Question	Teacher's Answer
1	What are the main difficulties you face in teaching English?	The first factor is that the students lack interest, motivation, and attention. The second factor is education and family factors that do not know about English. And the socioeconomic background of parents. The name is also a school in rural areas.
2	How is the condition of the English teaching facilities at this school?	Not yet optimal, there are several English learning books, especially for the latest curriculum. Several classes do not have the books, and there is an LCD projector if teachers want to use multimedia-

		based learning media, but the number is still limited.
3	Do your students show interest or motivation in learning English? Why?	Lack of student interest and differences in student abilities in English. So, creating a cheerful and enthusiastic classroom atmosphere is very important so that students feel more involved and motivated. Giving appreciation in the form of praise, praising gestures, or positive values can also foster students' enthusiasm for learning.
4	How much does the family/environment contribute to students' English learning?	Still not enough, the role of parents is very important in supporting English learning. In rural areas, parental involvement is still low due to education,

		understanding, and environmental factors, which have an impact on student motivation and achievement in learning English.
5	What methods or approaches do you usually use in teaching English?	Usually, using song and game-based learning because using songs and games as effective learning strategy it suits the characteristics of children. Songs like “ABC Song” not only attract students’ attention but also help them remember vocabulary through repetition and movement. This method is very suitable to be applied in rural areas that have limited media, but still allows for a fun and

		meaningful learning process.
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Appendices 3

IN-DEPTH INTERVIEW TRANSCRIPT

Research Title : Teaching English for Young Learners in Rural Areas: Teacher Challenges and Strategies at SD Negeri 2 Candisari

Respondent : Ibu Alvianti Maya Wulandari, S.Pd. (Miss Maya)
(English Teacher at SDN 2 Candisari)

Date : January 8 2025

Location : WhatsApp

Section A: Teacher Background

T : Can you tell me about your teaching experience at this school?

R : I have been teaching at SDN 2 Candisari for about 2 years. From the beginning, I was assigned to teach English from grades 1 to 6.

T : What is your educational background related to English teaching?

R : I graduated with a Bachelor's degree in English Education Department from Universitas Islam Negeri Raden Mas Said Surakarta.

R : Have you received any specific training for teaching English to young learners?

T : Yes, I have joined several trainings organized by the education department, though not too frequently.

Section B: Teaching Context

R : How many times a week do students learn English?

T : Students learn English once a week, about two class periods.

R : What curriculum or syllabus do you follow?

T : We follow the Merdeka Curriculum, but we adjust it based on the school's condition and students' needs.

R : What grade levels do you teach?

T : All grades, from 1 to 6.

R : How is the students' attitude toward English learning?

T : They are enthusiastic, especially when the class is fun. But they get bored easily and lose focus.

Section C: Teaching Challenges

R : What are the biggest challenges in teaching English at this school?

T : There are many challenges, among others are the lack of teaching media and low student interest because they think English lesson are difficult. The lack of clarity of English teachers in Dapodik

R : Is it difficult to get students' attention during class?

T : Yes, especially in lower grades. They get distracted easily, so I must be creative to keep their attention.

R : How is the students' motivation to learn English?

T : Their motivation is unstable. Sometimes they are excited, but not if the material is too hard.

R : How are the facilities in supporting English learning?

T : Still limited. We have projector, speaker, or audiovisual tools but we have to use it alternately with other teachers. Even English books are limited.

R : Do parents support their children in learning English at home?

T : Most parents don't really support it because they also don't understand English, so students only learn at school.

Section D: Strategies to Overcome Challenges

R : What strategies do you use to overcome those challenges?

T : I often use songs, games, and pictures. I also create simple and fun materials.

R : How do you make the English class more engaging?

T : By using children's songs, flash card, and interactive games.

R : Do you use games, songs, or storytelling? How effective are they?

T : Yes, especially songs and games. They are very effective in keeping students active and preventing boredom.

R : Where do your teaching materials come from?

T : Some are self-made, some from the internet or textbooks. But due to book shortages, I often use photocopies.

R : Have you tried using technology like videos or apps?

T : Quite rare, due to the alternating use of projectors and the distance of internet access from the classroom.

R : Do you collaborate with other teachers to improve your methods?

T : Sometimes, especially for joint class activities. But for English lessons, I usually work alone.

Section E: Evaluation & Reflection

R : How do you assess students' English skills?

T : Through observation, oral practice, and simple tests. I also observe their activeness in class.

R : What do you think is the most important aspect of teaching English in rural schools like this?

T : The most important thing is a fun and patient approach. Students here need extra encouragement.

R : What kind of support do you hope to receive from the school or government?

T : Hopefully more teacher training and better teaching facilities like audio tools, LCD, or more wide internet access. And there is clarity regarding English teachers in elementary school

Closing

R : Is there anything else you'd like to share about your experience teaching English here?

T : Teaching English in rural areas is challenging but also rewarding when I see the kids confidently say words in English and they understand the english material that i teach.

Code

R : Researcher

T : Teacher

Appendices 4

MODUL AJAR KURIKULUM MERDEKA 2022 (PROTOTIPE)

BAHASA INGGRIS SD KELAS 1

INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Penyusun	: Alvianti Maya Wulandari, S.Pd.
Instansi	: SD Negeri 2 Candisari
Tahun Penyusunan	: Tahun 2025
Jenjang Sekolah	: SD
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: I (Satu) / I (Ganjil)
Alokasi Waktu	: 6 Minggu (2 X 35 Menit)
Unit /Tema	: 6 / My garden is colorful.
B. KOMPETENSI AWAL	
▪ Anak mampu mengidentifikasi berbagai macam warna. ▪ Anak mampu mengidentifikasi berbagai macam bentuk. ▪ Anak-anak mampu mengidentifikasi berbagai jenis ukuran.	
C. PROFIL PELAJAR PANCASILA	
▪ Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. ▪ Kebhinekaan global ▪ Mandiri ▪ Bergotong royong	

▪ Kreatif ▪ Bernalar kritis
D. SARANA DAN PRASARANA
▪ Alat Pembelajaran : Komputer / laptop, jaringan internet, proyektor ▪ Sumber Belajar (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 Buku Panduan Guru dan Buku Siswa, Bahasa Inggris untuk SD Kelas 1 Penulis: Lala Intan Gemala, dkk), ▪ Lampu ruang kelas yang memadai ▪ Ruang kelas yang cukup luas
E. TARGET PESERTA DIDIK
▪ Peserta didik reguler/tipikal
F. JUMLAH PESERTA DIDIK
▪ Minimum 15 Peserta didik, Maksimum 25 Peserta didik
G. MODEL PEMBELAJARAN
▪ Tatap Muka
KOMPONEN INTI
A. TUJUAN KEGIATAN PEMBELAJARAN
Capaian Pembelajaran (Fase A) : Menyimak – Berbicara ▪ Peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam situasi sosial dan kelas seperti berkenalan, memberikan informasi diri, mengucapkan salam dan selamat tinggal. ▪ Peserta didik merespon instruksi sederhana (dengan bantuan visual) melalui gerakan tubuh atau menjawab pertanyaan pendek sederhana dengan kata, frase atau kalimat sederhana. ▪ Peserta didik memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual dan menggunakan kosa kata sederhana.

- Peserta didik menggunakan alat bantu visual untuk membantu mereka berkomunikasi.

Tujuan Pembelajaran Unit 6 :

- Peserta didik mampu mengidentifikasi macam-macam warna.

B. PEMAHAMAN BERMAKNA

- Anak mampu mengidentifikasi berbagai macam warna.
- Anak mampu mengidentifikasi berbagai macam bentuk.
- Anak-anak mampu mengidentifikasi berbagai jenis ukuran

C. PERTANYAAN PEMANTIK

- Arti kata My garden is colorful dalam bahasa Indonesia ?

D. KEGIATAN PEMBELAJARAN

Kegiatan Pembukaan:

- Siswa dan guru saling menyapa dalam bahasa Inggris, lalu secara tertib mempersiapkan diri untuk mengikuti pembelajaran.
- Siswa yang mendapat giliran memimpin doa untuk memulai proses pembelajaran.
- Siswa menjawab pertanyaan dari guru seputar perasaan mereka dan kondisi kesehatan mereka di hari itu sambil guru melakukan presensi.

Kegiatan Inti

Prosedur Kegiatan:

1. Look and say

- Guru memberitahukan peserta didik hari ini akan belajar macam-macam warna.
- Guru meminta peserta didik untuk membuka halaman 54.
- Peserta didik memperhatikan gambar tersebut.

- Guru menunjuk dan menyebutkan benda-benda yang ada pada gambar

Contoh kalimat guru untuk peserta didik:

Children, today we are going to study about colors.

Open page 54. It is Aisyah and her mother. They are in the garden.

Look, In the garden there are 3 trees, 1 bird, and many flowers.

- Guru mengajak peserta didik menyebutkan warna-warna pada bunga bersama-sama.

Contoh kalimat guru:

The flowers have many colors. Who's know what colors?

Let's repeat after me: blue, white, purple, yellow, pink, red, and orange.

Prosedur Kegiatan:

2. Look and say

- Guru meminta peserta didik membuka halaman 55.
- Guru mengajak peserta didik untuk menghitung jumlah balon bersama-sama. ***Listen to your teacher and say the colors.***
- Guru menyebutkan warna-warna pada balon tersebut dan menginstruksikan peserta didik untuk menirukan ucapannya.

Contoh kalimat guru untuk peserta didik:

Open page 55.

Look. There are balloons. Let's count balloons:

one, two, three, four ...

Ballons have many colors. Now let's say the colors, repeat after me:

red, yellow, green, blue, black, brown, white, purple, pink, orange.

Prosedur Kegiatan:

3. Word chains

Dalam permainan ini guru membutuhkan kertas warna atau kertas origami dengan macam-macam warna.

- Guru memberitahukan kepada peserta didik saat ini mereka akan bermain tebak warna.
- Guru menyiapkan beberapa kertas warna di depan kelas.
- Guru mengajak 3 peserta didik maju kedepan sebagai model.
- Guru mencontohkan permainan ini dengan membisikkan kata warna pada peserta didik pertama, peserta didik tersebut membisikkan kata yang sama pada peserta didik kedua, lalu peserta didik kedua membisikkan kata yang sama pada peserta didik ketiga. Peserta didik ketiga (terakhir) mengambil kertas warna yang sesuai dengan kata yang telah diucapkan.

Contoh kalimat guru:

Four children come to the class please.

Now standing in a line.

I am going to say one color to you (student number one).

Number one will say the color to student number two.

Number two also will say the color to student number three, and number three will take the color paper and say the color.

- Guru membentuk peserta didik menjadi 4 atau 5 kelompok untuk memainkan permainan tebak gambar dalam kata berantai.

Prosedur Kegiatan:

4. Listen and color

Contoh: Sebelum kegiatan ini peserta didik harus membawa krayon/ pensil warna.

- Guru memberitahukan peserta didik bahwa hari ini akan mewarnai gambar.
- Guru meminta peserta didik membuka halaman 57.

- Guru mengajak peserta didik memperhatikan gambar aisyah pada halaman tersebut.

Contoh kalimat guru untuk peserta didik:

Guru: **"Well children open page 57."**

Guru: **"Look. Who is she?"**

Peserta didik: **"Aisyah."**

- Guru mengajak peserta didik untuk menyebutkan nomer pada gambar bersama-sama.
- Guru menginstruksikan kepada peserta didik untuk mendengar warna yang disebutkan pada masing-masing nomer yang telah ditentukan,

Contoh kalimat guru untuk peserta didik:

Children there are numbers on the picture. Let's mention the number; one, two, three, four, five, and six. Now listen to me. I am going to say color to the number, then color it. Number One is pink, two is blue, three is yellow, four is green, five is black and six is red.

Prosedur Kegiatan:

5. Listen and color

- Guru memberitahukan bahwa peserta didik akan mewarnai gambar angka.
- Guru meminta peserta didik membuka halaman 58.
- Guru mengajak peserta didik memperhatikan gambar dan menyebutkan angka pada halaman tersebut.

Contoh kalimat guru untuk peserta didik:

Guru: **"Well children open page 58."**

Guru: **"Now mention the numbers?"**

Peserta didik: **"one, three, five, eight, ten."**

- Guru menginstruksikan kepada peserta didik untuk mendengar warna yang disebutkan pada masing-masing nomer yang telah ditentukan.

Contoh kalimat guru untuk peserta didik:

Children there are numbers on the picture. Now listen to me. I am going to say color to the number, then color it.

Kalimat guru untuk peserta didik dalam "***Listen and color***":

- ***Number one is blue.***
- ***Number three is green.***
- ***Number five is orange.***
- ***Number eight is brown.***
- ***Number ten is red.***

Prosedur Kegiatan:

6. Point and say

- Guru menyampaikan bahwa peserta didik akan menunjuk dan menyebut warna-warna pada gambar Aisyah yang ada di halaman 59.
- Guru menginstruksikan peserta didik untuk menunjukan dan menyebutkan warna-warna pada tulisan di samping gambar.

Contoh kalimat guru untuk peserta didik:

Now open your book page 59.

Point the color to the word.

Say what color are there:

- ***Vail is brown.*** • ***Skirt is green.***
- ***Shirt is yellow.*** • ***Shoes is black.***
- ***Bag is blue.***

Prosedur Kegiatan:

7. Listen and color

- Guru memberitahukan peserta didik bahwa hari ini akan mewarnai gambar benda.
- Guru meminta peserta didik membuka halaman 60.

- Guru mengajak peserta didik memperhatikan gambar Joshua pada halaman tersebut.

Contoh kalimat guru untuk peserta didik:

Guru: ***"Well children open page 60"***

Guru: ***"Look, who is he?"***

Peserta didik: ***"Joshua."***

- Guru mengajak peserta didik untuk menyebutkan benda-benda pada gambar tersebut bersama-sama.
- Guru menginstruksikan kepada peserta didik untuk mendengar warna yang disebutkan untuk masing-masing benda.

Contoh kalimat guru untuk peserta didik:

Children there are things on the picture. What are they; bag, pencil, sharpener, book, ruler, and chair . Now listen to me. I am going to say color to the things, then, you color the thing.

Kalimat untuk ***"listen and color"***

- ***Bag is orange.***
- ***Book is red.***
- ***Pencil is purple.***
- ***Ruler is brown.***
- ***Sharpener is pink.***

Prosedur Kegiatan:

8. Let's Sing

- Guru memberitahukan bahwa peserta didik akan bernyanyi bersama-sama.
- Guru memberikan contoh cara menyanyikan lagu tersebut dengan gembira. (Lagu ini seperti lagu ***"row row boat"***).
- Guru mengajak peserta didik bernyanyi, dengan intonasi yang benar dan tepat.

Sing the lyric using Row, Row Boat rythm.

Prosedur Kegiatan:

9. My new words

Pada tahapan ini guru mengajak peserta didik untuk mengingat kembali dengan menyebutkan warna- warna dan benda-benda yang ada di kelas dengan benar dan penuh percaya diri.

Kegiatan Penutup

- Siswa menjawab pertanyaan dari guru seputar hal apa yang menarik bagi mereka selama proses pembelajaran hari tersebut. Pertanyaan ***Menyebutkan macam-macam warna?***
- Guru meminta peserta didik untuk membawa LKPD hasil Belajar ke rumah masing-masing, dan meminta peserta didik untuk menunjukkan kepada orang tua/keluarga (penguatan refleksi pemikiran dan proses berfikir).
- Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
- Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling mengucapkan selamat berpisah

E. ASESMEN / PENILAIAN

Indikator: Menyebutkan macam-macam warna

No	Nama	Aspek									Rata-rata
		Kelancaran			Ketuntasan			Pelafalan			
		1	2	3	1	2	3	1	2	3	
1.	Halwa										
2.	Haidar										
3.											

Kelancaran:

1. Jeda lama dalam berkomunikasi
2. Sedikit jeda dalam berkomunikasi
3. Berkomunikasi tanpa jeda yang lama

Ketuntasan:

1. Kesulitan berkomunikasi

2. Sedikit kesulitan berkomunikasi
3. Berkomunikasi dengan baik

Pelafalan:

1. Kesulitan melafalkan
2. Sedikit kesulitan melafalkan
3. Lancar melafalkan.

F. KEGIATAN PENGAYAAN DAN REMEDIAL

Pengayaan

- Pengayaan: Berisi informasi tentang kegiatan pembelajaran yang dapat digunakan guru untuk siswa yang memiliki minat tinggi terhadap topik/kegiatan pembelajaran atau memperlihatkan penguasaan kompetensi yang lebih tinggi dibanding kompetensi yang sedang dipelajari. Kegiatan Pengayaan dilakukan memilih satu atau satu kegiatan tersebut :
 1. Kegiatan pengamatan aktifitas yang sesuai dengan *Children Are Able To Identify Different Kind Of Colors. Children Are Able To Identify Different Kind Of Shapes. Children Are Able To Identify Different Kind Of Sizes*
 2. Kegiatan pendampingan dengan peserta didik lain yang belum menguasai penerapan *Classroom, Children Are Able To Identify Different Kind Of Colors. Children Are Able To Identify Different Kind Of Shapes. Children Are Able To Identify Different Kind Of Sizes*

Remedial

- Remedial : Berisi informasi tentang kegiatan pembelajaran untuk peserta didik yang ingin memperkuat pemahaman pada kompetensi sebelum kompetensi yang sedang di pelajari atau untuk peserta didik yang memperlihatkan penguasaan kompetensi yang lebih rendah dibanding kompetensi yang sedang dipelajari. Kegiatan remedial dilakukan melalui kegiatan:
 1. Mengikuti kegiatan penguataan konsep penerapan yang sesuai dengan *Children Are Able To Identify Different*

*Kind Of Colors. Children Are Able To Identify
Different Kind Of Shapes. Children Are Able To
Identify Different Kind Of Sizes*

2. Peserta didik setelah itu melakukan tutor sebaya dengan teman yang sudah mencapai tujuan pembelajaran

LAMPIRAN

A. LEMBAR KERJA PESERTA DIDIK (LKPD)

LEMBAR KERJA PESERTA DIDIK (LKPD) Ke-1

Nama :

Kelas :

Petunjuk!



LEMBAR KERJA PESERTA DIDIK (LKPD) Ke-2

Nama :

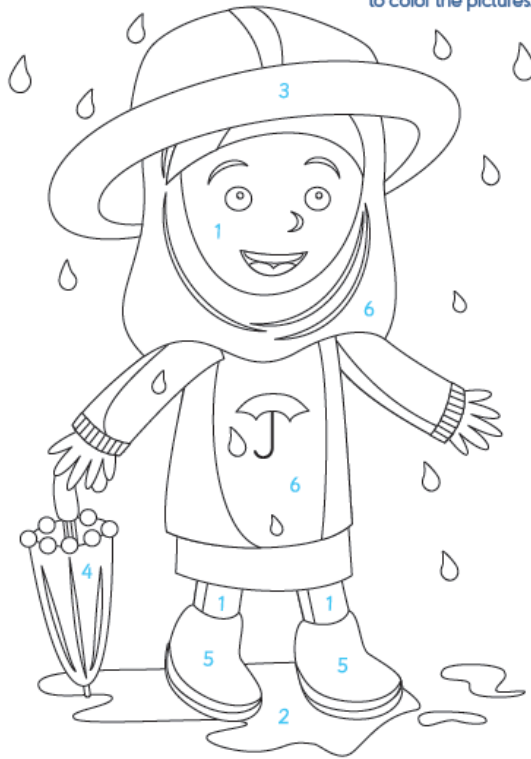
Kelas :

Petunjuk!



Listen and color

Listen to your teacher's instruction
to color the pictures.



LEMBAR KERJA PESERTA DIDIK (LKPD) Ke-3

Nama :

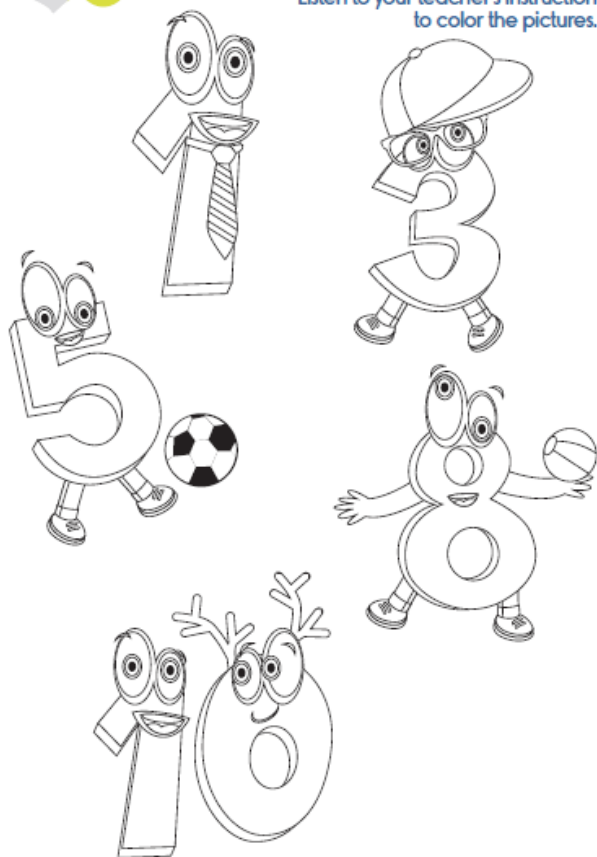
Kelas :

Petunjuk!



Listen and color

Listen to your teacher's instruction
to color the pictures.

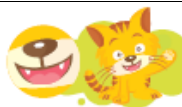


LEMBAR KERJA PESERTA DIDIK (LKPD) Ke-4

Nama :

Kelas :

Petunjuk!



point and say

Listen to your teacher
to say the colors.



black

brown

blue

yellow

green

LEMBAR KERJA PESERTA DIDIK (LKPD) Ke-5

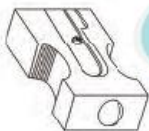
Nama :

Kelas :

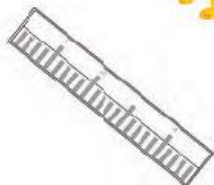
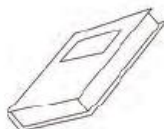
Petunjuk!



Listen and color



What color
is it?



Nilai

Paraf
Orang
Tua

B. REFLEKSI PESERTA DIDIK DAN GURU																																		
A. Refleksi Guru: 1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini? 2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini? 3. Bagaimana pencapaian Keberhasilan dalam pembelajaran unit ini? 4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini? 5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini? B. Refleksi Peserta Didik: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ADD8E6;"> <th style="width: 60%;">Saya senang</th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> </tr> <tr> <td>1. Mengenal bermacam-macam warna</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Mewarnai gambar</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Bermain kartu</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Bernyanyi bersama teman</td> <td></td> <td></td> <td></td> </tr> <tr style="background-color: #ADD8E6;"> <th style="text-align: left;">Saya bisa</th> <th></th> <th></th> <th></th> </tr> <tr> <td>1. Menyebutkan bermacam-macam warna</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Mewarnai benda-benda yang disebutkan guru</td> <td></td> <td></td> <td></td> </tr> </table>			Saya senang				1. Mengenal bermacam-macam warna				2. Mewarnai gambar				3. Bermain kartu				4. Bernyanyi bersama teman				Saya bisa				1. Menyebutkan bermacam-macam warna				2. Mewarnai benda-benda yang disebutkan guru			
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C. GLOSARIUM																																		
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- Red, Blue, Yellow, Black, White, Pink, Green, Orange, Brown, Purple..

D. DAFTAR PUSTAKA

- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 Buku Panduan Guru dan Siswa *My Next Words* untuk SD Kelas I , Penulis: Lala Intan Gemala, dkk (ISBN: 978-602-244-512-8 (jil.1))
- Sumber lainnya yang Relevan