

**CHALLENGES IN TEACHING ENGLISH
AT MI MUHAMMADIYAH AJIBARANG KULON, BANYUMAS
REGENCY**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of the Requirements for *Sarjana Pendidikan (S.Pd.)* Degree**

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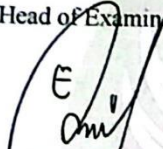
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AT MI MUHAMMADIYAH AJIBARANG KULON, BANYUMAS REGENCY

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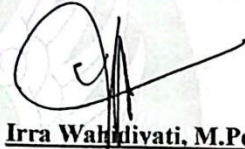
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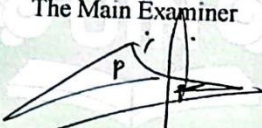
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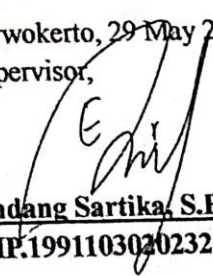
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MOTTO

"Education is the most powerful weapon that can be used to change the world." -
Nelson Mandela.



DEDICATION

I dedicate this thesis to :

Me, myself the person who is strong enough to rise from failure in life to this level

My beloved parents and family who always give support and their belief to me

My teammates class and campus for giving me beautiful memories in this college life

*And last, my dear Iqlima Putri Rizqi, the person who always supports me when no one gives
their hand to me*



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The implementation of teaching english has become good innovation in language educational life. However, Along with the innovation, challenges will certainly be encountered in its implementation. Therefore, this thesis aims to reveal the existing challenges faced by english teachers. Furthermore, this thesis is also provided as a partial completion of the criteria for obtaining a Bachelor's Degree in English Education Study Program, Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. During the preparation of this thesis, and if the researcher learns at the State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, The author is aware of the many parties who provided support and assistance during the completion of this study and final assignment. Therefore, it is appropriate for the author to respectfully express his thanks and pray that Allah will give the best reward to:

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CHALLENGES IN TEACHING ENGLISH AT MI MUHAMMADIYAH AJIBARANG KULON, BANYUMAS REGENCY

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ABSTRACT

Teaching english is important to achieve students cognitive skills in language. However, in teaching english there are several obstacles that becomes challenges in running this program. This research aims to find out the challenges in teaching english according to the observations at MI Muhammadiyah Ajibarang Kulon, Banyumas regency. The participants in this research were three teaching english teachers in second-grade, fourth grade and fifth grade. This research used descriptive qualitative method. The data collection were collected through observation, interview with participants, and documentation such as lesson plans. This research was carried out with two observations. The results of this research showed that there are three types of teaching english challenges which is pre-lesson challenges, lesson activities challenges, and post-lesson challenges. The conclusion is teachers mostly have challenges in lesson activities such as developing material, optimizing basic english skills, the dominant of using one language, the diffrences in student's character and creating class activities activities. However, the teachers did not have issue in pre-lesson and post-lesson.

Keywords : Teaching english, Challenges in teaching english, teacher's challenge

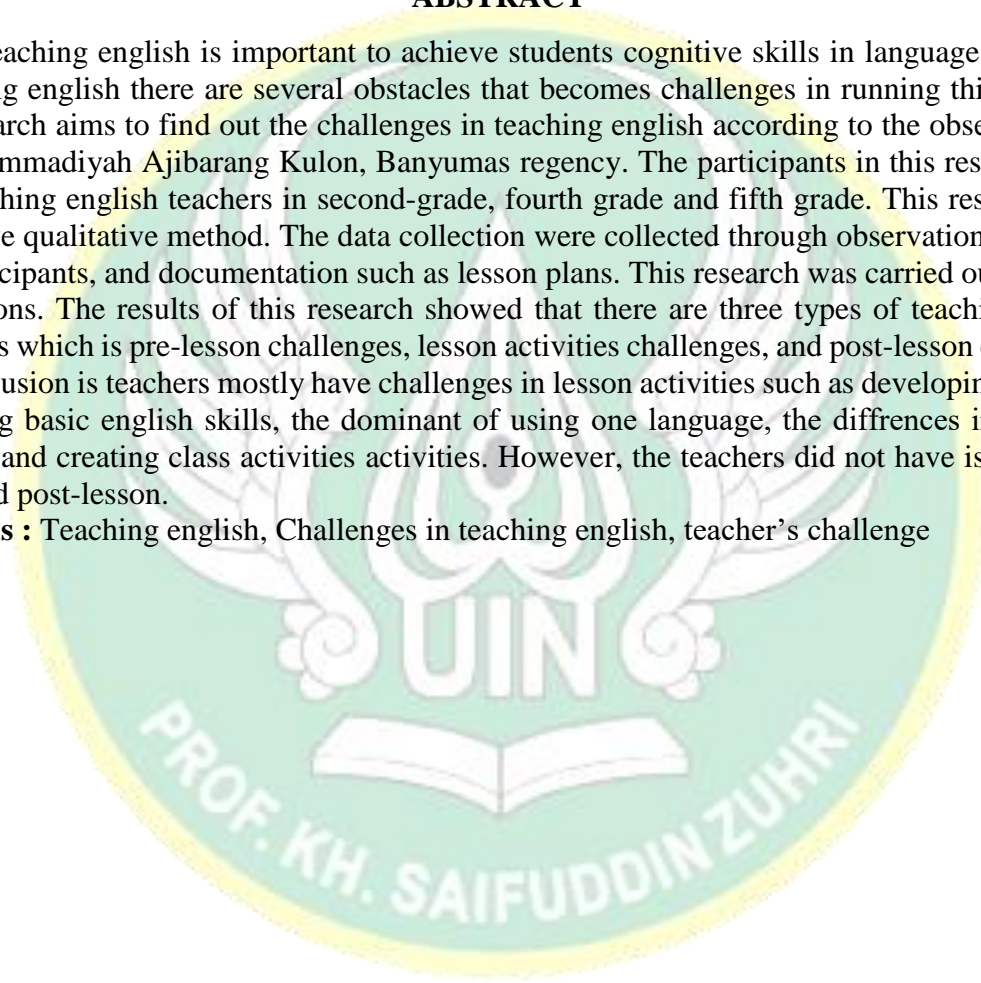
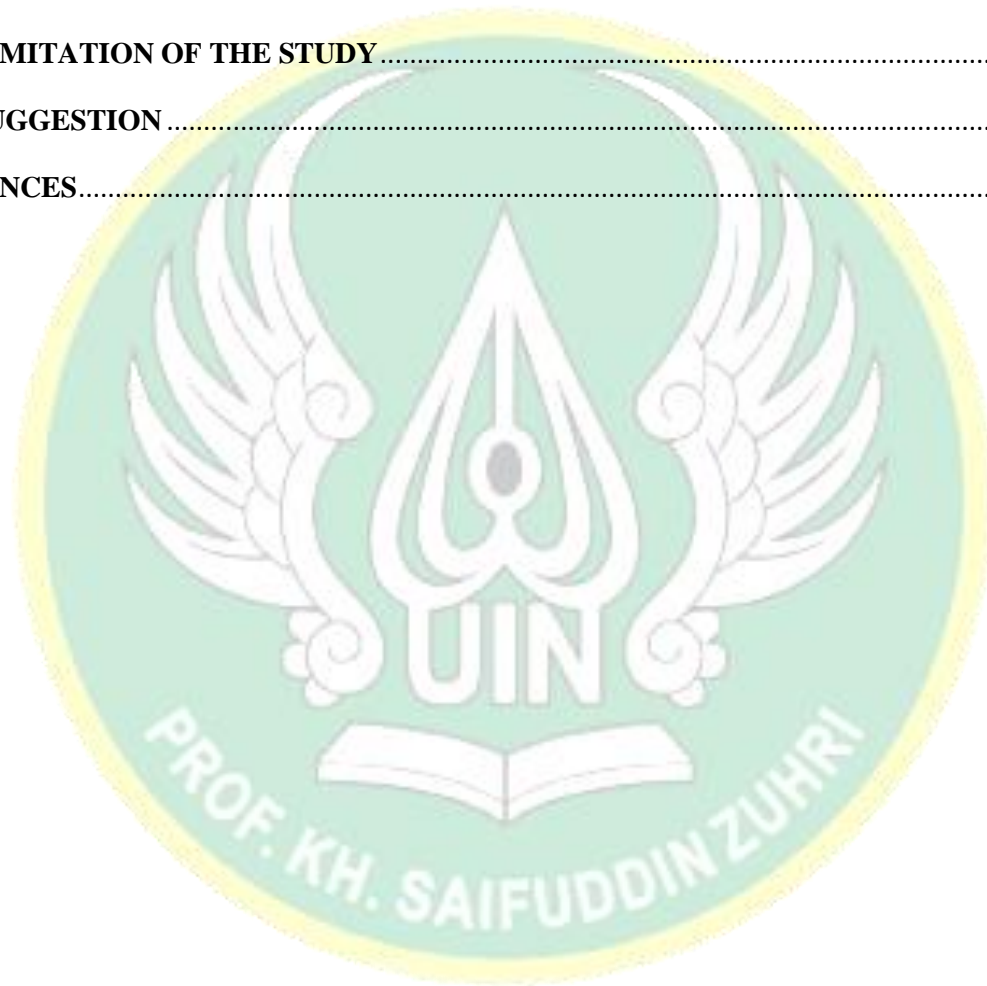


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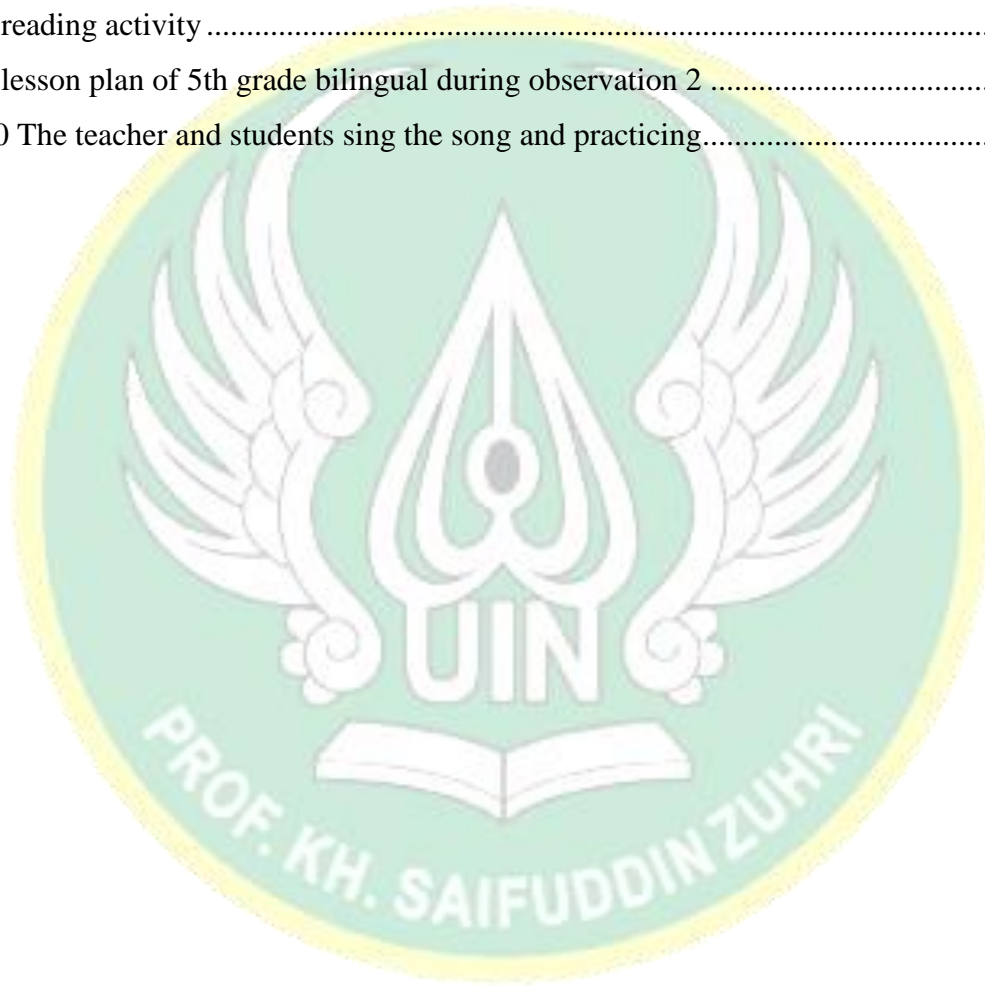
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CHAPTER I

INTRODUCTION

In this chapter presents the information that used to understand the research comprehensively. In addition, this part consists into some points, that is background of the study which loads the reason of the research are made. Operational definition that consists the keyword of the research. Next are the research questions and the objective of the research that devote questions and goal of the research. The last part is the significance of the research and structure of the research.

A. Background of the Study

English language education is crucial in today's globalized world, where proficiency in English is often a prerequisite for academic success, career advancement, and international communication. According to Dutta (2019) stated that english is the most important language in today's world, influencing various aspects of life, including culture, politics, and business. English also serves as a gateway to higher education opportunities, enhancing employability and career advancement prospects in a globalized job market (Akther, 2022). English proficiency also fosters cultural exchange, mutual understanding, and global citizenship. It enables individuals from different linguistic and cultural backgrounds to connect, collaborate, and share ideas. Furthermore, according to Soufi & See (2019) explained that english education cultivates critical thinking, creativity, and challenge-solving skills among learners, fostering empathy, cultural awareness, and appreciation for diversity. As societies become increasingly interconnected, the importance and utility of English education continue to grow, empowering individuals to thrive in a complex, interconnected world while contributing positively to global communities and advancing towards a more equitable and inclusive future.

In Indonesia, learning English has been regulated in the Ministry of Education and Culture of the Republic of Indonesia (Depdikbud RI) No. 0487/1992, Chapter VIII which states that elementary schools can add subjects to its curriculum (Kulsum, 2016). In subsequent developments, English for elementary schools is increasingly recognized by being mentioned in the 2006 Education Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan). Meanwhile, the material presented for English Young Learners (EYL) is still an introduction to English in the form of collecting new vocabulary that focuses on

language acquisition (Ovel Romando, 2021). Furthermore, according to Brian Tomlinson (2003) the teaching materials and methods used must be based on the teaching of affective engagement, cognitive engagement, attention to meaning, and opportunity to use language for communication.

Children at a very young age as young learners are really fine to be introduced to English. It is because at that age, children have a golden age in which they have high curiosity about new vocabulary and their brains could easily accept it. Therefore, they have to be guided with learning activities in school, which are more efficient and directed. English teaching also becomes the crucial need for young learners due to several key reasons. First, English is the dominant language of international communication, facilitating interaction and collaboration across borders (Cummins, 2009). Second, proficiency in English grants access to a wealth of educational resources, including academic literature, scientific research, and global perspectives (UNESCO, 2003). Furthermore, Early exposure to English correlates with improved academic performance and readiness for higher education (Snow, 2010). Next, English proficiency enhances employability in a global job market, offering broader career prospects and higher earning potential (Graddol, 2006). Learning English also fosters cultural awareness and empathy, preparing young learners to engage with diverse perspectives and contribute positively to a multicultural society (Byram, 1997). English also could be the second language acquisition, such as learning English, stimulates cognitive development, enhancing challenge-solving skills and cognitive flexibility (Bialystok, 2001). English education promotes effective communication skills, both oral and written, which are essential for personal, academic, and professional success (OECD, 2005).

However, despite the introduction of English is important for English young learners, there are still many challenges in teaching English especially for the teachers. The challenges of teaching English could encompass a broad range of teaching and learning activities. In practice, each school that provides English teaching has unique challenges. In general, according to Brisk and Proctor (2012), these issues might arise as a result of evaluation, teacher expertise, and material and curricular development. This evaluation incorporates the insignificance of English development elements with the assessment of the subject's score, such as the lack of a special assessment for the English utilized. Teacher

competence involves high criteria for teachers in teaching and delivering learning. The preparation of new standards in comprehending materials that might foster multilingual and technical vocabulary is part of the creation of materials and curriculum. However, specifically challenges in teaching english cover the assessment or evaluation, teachers' competence or ability, and material developing (Brisk and Proctor, 2012). Achievement of a clear and adequate evaluation, limited research to delevelop oral academic language and literacy, and student's dominant to use one language (Kathryn Lindholm, 2012). Luh Putu (2014) stated that challenges in teaching english could be found in evaluation. Eka Anastasia Wijaya & Made Hery Santosa (2021) stated challenges in teaching english included assessment, teaching preparation & activities, and curriculum. D. Oktavia et al (2022) that claimed during class activity lesson, the young learners tend to be bored so that it could be best to use games, song, providing a lot of practices, and memorizing to use as strategies to teach young learners in teaching english.

MI Muhammadiyah Ajibarang Kulon has been chosen as research place. It is because MI Muhammadiyah Ajibarang Kulon is a favourite elementary school and has strategic location to reach. In addition, MI Muhammadiyah Ajibarang Kulon is one of the elementary schools in Banyumas Regency that known as good school in teaching English for the young learners, which is really good to be choosed. In addition, based on preliminary research at MI Muhammadiyah Ajibarang Kulon in September 19th 2022, the researcher found there are still many challenges in teaching english. The result of the preliminary research is teaching english program that has been implemented has a focus to second-grade until fifth-grade. When the students on the fourth and fifth-grade, the learning process in teaching english program will be combined with technology like gadget and smartphone. However, the learning process still has obstacles for example unruly students, schedule management, teacher resources, and etc.

Several studies have been conducted on teaching english. The first study was written by Songbatumis in 2017, the results showed that the challenges that faced by the teachers is partly coming from students, partly from teachers, and partly from the school's facility, namely, students' lack of vocabulary mastery, students' low concentration, students' low motivation, students' lack of discipline, students' boredom, speaking challenge, shortage of teachers' training, teachers' language proficiency issue, limited

mastery of teaching methods, teachers' unfamiliarity to high-tech, teachers' lack of professional development, inadequate resources and facilities, and time constraint. Second study is from Marzulina et al (2021) that showed that there were five challenges faced by the teachers of English in teaching English: 1) improving students' motivation; 2) improving students' language competence; 3) managing over-crowded class; 4) managing limited time; and 5) facing lack of supporting facilities. Implications of the findings are also discussed. The third observation is from adam et al (2021) that showed four themes describing the teachers' challenges in teaching English writing skills. They were teaching technique-related challenges, teaching time-related challenges, linguistics-related challenges, and learning motivation-related challenges. Next study is written by Madalińska and Bavli (2018) that showed the suggestion that support provided for teachers of English must be flexibly aligned to local educational conditions as well as by evidence based strategies at national level. The last study is from Garton (2014) the study shows that, while some of the initial challenges caused by the introduction of early language learning appear to have been addressed, other challenges persist.

Based on the foregoing, the author is interested in doing study on challenges on teaching teaching english in MI Muhammadiyah Ajibarang Kulon, Banyumas Regency. Therefore, this study aims to analyze challenges or challenges in teaching teaching english at MI Muhammadiyah Ajibarang Kulon, Banyumas.

B. Operational Definition

In this part, conceptual definition contains important keyword to give guidelines in order to make readers have similar understanding with the research. In addition, it has an opportunity to avoid the ambiguity or missundertanding. Therefore, there are several terms to guide the research:

1. Teaching English

Teaching English incorporates a number of helpful components, highlights crucial relevance, and covers a wide range of definitions. Teaching English is a specialized subset of language abilities needed to plan and execute lessons, with an emphasis on classroom management, comprehension of the material, and student assessment, according to Freeman et al. (2015). One way to characterize teaching English would be

that it calls for a particular set of abilities, such as lesson design and delivery, classroom management, material comprehension, and student evaluation.

2. Young Learners

There are so many definition of young learners. But, this study used the definition of young learners by Suyanto (2014) that explained young learners are students in elementary school who are between the ages of 6 and 12. They were separated into two groups: younger (6-8 year olds) and older (above 8 years old) (9-12 year old). Lower classes were termed first, second, and third, and upper classes were called fourth, fifth, and sixth. Meanwhile, Scott categorizes them as level one or first step (5-7 year old) and level two (7-8 year old) (8-10 year old). Level two groups are sometimes referred to as beginners when they begin to study English at those levels. According to Philips (2002), young learners are students from the first year of formal school (five or six years old) to eleven or twelve years old. Furthermore, Ytreberg (1993) classified young learners into two groups based on their grade level: lower class (children in grades 1, 2, and 3), and upper class (students in the 4, 5 and 6 grade). Based on the explanation above, young learners are classified as students in elementary school who are at least 5 years old and a maximum of 12 years old.

3. Teaching challenge

According to Muharram (2017) mentioned that challenges directs to a situation where there are obstacles in achieving a goal and someone must exert effort to overcome them. In line with that, the challenges in teaching are the obstacles that exist in the learning process to students. Starting from preparation for learning, at the start of learning, to the evaluation process. This obstacle can occur in many things such as the learning curriculum, classroom management, teaching processes and so on. In conclusion, Challenges in teaching represent obstacles encountered throughout the learning process, from preparation to evaluation. These obstacles can arise in various areas, including the curriculum, classroom management, and teaching methods. Overcoming these challenges requires effort and strategic planning.

C. Research Questions

Based on the research background, this research aims to answer the following questions “what are the challenges in teaching english at MI Muhammadiyah Ajibarang Kulon?”

D. Objective of The Research

The goal of this research is to find out the challenges in teaching english at MI Muhammadiyah Ajibarang Purwokerto.

E. Significance of the Research

1. Theoretically Significances

- a. The result and discussion of this research could improve knowledge, insight, and experience in term of learning about teacher’s point of view on teaching english challenge.
- b. This research could be reference for further research.

2. Practically Significances

a. For Writers

Increasing author’s experience and knowledge in teaching so that the author could be a better person and teacher in the future.

b. For Teachers

To give information to the teachers about challenges in implementing teaching english so that schools could be inspired to implement the program.

c. For Researcher

This research is expected to help other researchers to be resfrence for their researches in the next time.

F. Structure of the Research

To make it easier and to find out what is contained in this research, the author arranges a systematic discussion of the main points of language, which is divided into five chapters. First, chapter I is the introduction. It consists of a background of study, operational definitions, research questions, objectives, and significances the research, review of relevant studies, literature review, research methods and structure of the research. Chapter II explains the theories of teaching challenge and young learners. Next, Chapter III describes the research method include the research design, research location, subject of

the research, the research object, instrument for obtaining data, collecting data technique, analyzing data technique and triangulation. Chapter IV discusses about the results and discussion on challenges in teaching english at MI Muhammadiyah Ajibarang Kulon Purwokerto, Banyumas regency. The last, chapter V explains the conclusion and suggestion of the research. In this chapter, the researcher concludes and gives some advice related to the study.



CHAPTER II

THEORETICAL REVIEW

In this chapter showed a collection of nicely organized and methodical definitions, ideas, and statements concerning the variables in a research. This theoretical framework provides a solid platform for the study to be conducted. The goal of performing a literature review is to gain a theoretical foundation that can help solve the topic under investigation. The acquired theory is the first step in allowing researchers to appropriately grasp the subject under investigation within the context of scientific reasoning.

A. Literature Review

1. Theoretical Framework

This research is written with some theoretical frameworks as follows:

a. Teaching English

Teaching English encompasses various definitions, emphasizes critical importance, and involves numerous useful elements. According to Freeman et al (2015) stated that Teaching english is a specialized subset of language skills required to prepare and teach lessons, focusing on managing the classroom, understanding lesson content, and assessing students. It could be defined that teaching English Teaching English requires a specific set of skills, including lesson planning and delivery, classroom management, comprehension of the material, and student evaluation.

This process is vital not only for academic achievement but also for future, their social life, and maximize their potential. According to Nun et al (2010) stated that teaching english is essential give benefits for intellectual, physical, emotional, and social development. In line with it Prayatni (2019) explained that teaching english in school aims to motivate young learners to be self-confident and ready for higher levels of education. It means teaching english is important and gives many beneficial not only in education purpose but also for social life and self value.

Key elements of effective English teaching, as identified by Facella (2005) stated that the key elements include the use of communicative language teaching (CLT) strategies, the integration of technology, and the

implementation of differentiated instruction to meet diverse learner needs. These elements collectively contribute to a comprehensive and effective English language teaching approach that prepares students for various real-world contexts. The English language teaching approach utilizes communicative language teaching strategies, technology integration, and differentiated instruction to cater to diverse learner needs and prepare students for real-world contexts.

b. Teaching Challenge

1) The concept of teaching challenge

Challenges in teaching is one of the classic things that are discussed in the implementation of learning. According to Mickiewicz cited in Muharram (2017) stated that the term "challenge" refers to a circumstance in which someone must exert effort in order to achieve a goal. A challenge is slightly similar with term "problem" that they are obstacle to reach the goal. The distinction is that a challenge does not necessitate any work, but a challenge necessitates some effort in order to obtain anything. It indicates that if someone encounters a challenge, he must act and figure out how to fix it.

2) Challenges in teaching english

The implementation of the teaching english concept certainly has challenges that must be faced. Specifically, each school has its own challenges in teaching english, however generally according to Brisk and Proctor (2012) stated that the challenges in teaching english covers the assessment or evaluation, teachers' competence or ability, and material developing. The assessment or evaluation challenge means that it does not incorporate the importance of teaching english developmental factors into the assessment of subject scores, such as the lack of specific assessment of english competence utilized. Teacher competence places high demands on teachers when teaching and imparting learning through english. Developing new standards of material comprehension that can

facilitate multilingualism and specialized vocabulary is part of the development of materials and curricula.

In addition, Luh Putu (2014) also explained that the challenge or challenge in teaching english could be found on the class activity and evaluation. It means in class activity and evaluation process that used in teaching english only has a purpose to make student understand and speak in english and it does not involve whole skills in english such as writing and reading ability. Furthermore, according to D. Oktavia et al (2022) stated that during class activity it could be efficient to use games, using songs, providing a lot of practices, and memorizing as strategies used by English teachers to teach English language skills to young learners.

Furthermore, Kathryn Lindholm (2012) briefly explained in her book “theory into practice” that challenges in teaching english program are :

- a) Teaching english program design
unbalanced time allocation to each language
- b) Evaluation
Accountability challenges include the achievement of a clear and adequate evaluation
- c) Curriculum development
Limited research on developing oral academic language and literacy, particularly for achieving high biliteracy levels.
- d) English language development
Students tend to be more dominant in using one language

Related with that, Eka Anastasia Wijaya & Made Hery Santosa (2021) in their research entitled “Novice Teachers' Challenges in Bilingual Schools Context in Bali” showed that challenges that will be faced by the teachers in teaching teaching english are classified into internal and external factors. The internal factors were assessment,

teaching preparation & activities, and curriculum. While the external challenge was students' attitude.

The assessment follows two types of curriculum (Cambridge and *Kurikulum 2013*) and the assessment usually can not cover the diversity of the student. The second internal challenge is teaching preparation and activities which is related with the source material such as book, guiding material and so on. The third internal challenge is curriculum which is complicated and inconvenient because teaching english use two types of curriculum so there will be some different things between the curriculums.

The external challenge is students' attitude. In this case, the lower primary students have variety characteristics and different ways to be treated. Furthermore, there is also several special treatment for students who have characteristics such as talkative, hyperactive, and introverts students. Related with that, lower primary students have a short focus that make them tend to ignore the teaching activities.

Siti Muniroh (2022) also supported with her statement in her research "Challenges in Managing Bilingual Schools: A Solution Through Higher Education for Prospective Leaders" that the main issues in teaching english are curriculum which is really complex because it used two curriculums and also the lack of the teachers ability and skills to design relevant teaching activities, evaluation or assessment, and finding the source material.

From those theories above, this research divided the theory as follows :

1. Pre-lesson include :
 - a. Challenge in complexity of teaching english curriculum
 - b. Challenge in gaining material lesson source

2. Lesson activity include :
 - a. Challenge in developing new standard material development
 - b. Challenge in developing four element of language (reading, writing, speaking, listening)
 - c. Challenge of domination one language interaction during lesson activity
 - d. Challenge in students' character diversity
 - e. Challenge in making class activity
3. Post-lesson include :
 - a. Challenge in scoring assessment of teaching english value

b. Young Learners

1) Definition of young learners

Young learners diverge from adults in physical, psychological, social, emotional, conceptual, and intellectual characteristics. related to age, the understanding of young learners is different, according to Hammer cited in Ikawati (2017) stated the term "Young Learners" is commonly used in education to refer to students aged 2 to 14. Students are commonly defined as young learners aged 5 to 9, while very young learners are typically aged two until five. Furthermore Bakhsh and Sahar Ameer (2016) argue that young learners are defined as youngsters aged five or six in their first year of primary school and up to twelve years old.

2) Teaching English for young learners

Teaching English for young learners means that the course is dealing to introduce English to young learners about fundamental concepts of English. Teaching English to Young Learners entails directing and supporting Young Learners aged 5 to 12 years old in their activities of learning, knowing, understanding, and comprehending ideas, attitudes, values, abilities, and information of English through the use of tricks and strategies that will be used in changing and redefining their thought forward in their daily surroundings as foreign language learners.

In the context of language acquisition, it is claimed that given particular situations, children will learn a foreign language more efficiently (Syafei, 2016).

Young learners are still in the process of growing and developing. They are still learning how to control their emotions and behaviors. During this phase, kids will express every emotion they have, even if they lose emotional control, especially when they are angry or happy. Furthermore, the emotions of young learners are still variable and unexpected. It changes swiftly under all conditions. Young learners are different from adults because of this unpredictability. They may like doing something at times, but they can quickly become bored with it. Furthermore, according to Nunan (2005), the growth of young learners is uneven. The growth of the young learners is erratic.

Some children may mature faster than others, whether in terms of cognitive ability, emotional maturity, or social maturity. Some children are able to read and write at a young age, while others are unable to do so at the same age. As a result, several new obstacles for instructors in teaching English to young learners emerged. They should be aware of their learners' growth, qualities, and capacity to help young learners learn English properly. Aside from that, they experienced several difficulties in making the classroom purposeful, supportive, meaningful, full of practice, entertaining, and sociable (Shin, 2005). Furthermore, Coplan, Garton and Burns (2013) stated that one of the challenges that are often found is the lack of teacher resources in teaching English while the needs of children and schools in teaching English are very urgent. On the one hand, the spread of the belief that children are more concerned with communicative mastery makes it difficult for teachers and less competent in carrying out the new pursuit approach. Furthermore, the lack of book resources as well as facilities and infrastructure to be accessed is one of the challenges in teaching.

3) Characteristic of young learners

Young learners have some special characteristics from adults learners. Clark cited in Ikawati (2017) mentions the following characteristics of young learners: First, children are cognitively growing. They progress from the tangible to the abstract in their thinking. Unlike adult learners who have a specific goal in mind while learning a language, such as getting a better job, children rarely have such goals in mind when learning a foreign language. They learn subjects that are taught to them in schools. Second, children are still growing up. They are learning basic skills such as turn-taking and body language. Third, very young children are egocentric. They usually resolve themselves. Finally, children are quickly bored. Children have no option but to go to school. Due to a limited of options, class activities must be as engaging, intriguing, and thrilling as possible by arranging for interesting activities. While cognition is defined as the mental activity and behavior that allows us to comprehend the world, it also comprises the functions of learning, perception, memory, and reasoning, and it is impacted by biological, environmental, experimental, social, and motivational variables. Then, Harmer (2010), as mentioned in Mustika (2015), offers the following general characteristics of children:

- a) They comprehend what they are saying even if they do not grasp the words.
- b) They frequently learn indirectly rather than directly.
- c) Their comprehension is derived not just from the explanation, but also from what they see and hear, as well as the opportunity to touch and interact with their senses.
- d) They are often enthusiastic about studying and curious about the world around them.
- e) They want personal attention and approval from their teacher.

- f) They have taken to talking about themselves and reacting well to learning that focuses on themselves and their personal experiences in the classroom.
- g) They have a short attention span, and unless the activities are really fascinating, they might rapidly become bored, losing involvement after 10 minutes or so.

4) Stage of young learners

Anjar Fikri Haikal (2021) stated that young learners are categorized into three stages, which are as follows:

a) Preschool or early childhood

A children's park is the name given to this level of education (3 to 5 years). This is the first time they have encountered English. Students at this level have limited movement abilities and low linguistic skills, making it difficult for them to analyze the language. At this time, children's reading and writing skill are quite limited, therefore teachers must educate through holistic methods such as singing, playing, and exploring. When teachers can grasp what their students are learning, they will be successful.

b) Years of primary school

Young pupils will have analytical thinking and logical processes by the age of six. They will grasp patterns in their language and be cognizant of language over the following two to three years. The instructor can give positive guidance so that pupils can implement it effectively. At this point, the teacher can facilitate group learning to effectively encourage pupils toward more independence in learning activities. Students must work individually or in small groups, such as while completing teacher-assigned group projects. Furthermore, when working in groups, pupils will express their particular viewpoints. The teacher's responsibility here is only to supervise and facilitate students.

c) Years of late primary school

Students nearing the end of primary school (ages 11 and higher) grow increasingly interested in the world around them. When kids reach this age, schools must prepare the necessary components for them to study more seriously and to think while they are learning. However, such items must still adhere to the basic instructions, and with proper supervision, students can study individually or in groups to focus on their learning. Such activities will help children develop their personalities so that they can think and generate a good understanding.

2. Review of relevant studies

Based on various sources, including journal publications and earlier studies on the subject issue that the researcher describes. The comparison with prior research projects yielded the following results:

First research entitled “*Challenges in teaching English faced by English teachers at MTsN Taliwang, Indonesia*” written by Songbatumis. This study looked into the difficulties that come with teaching English and the steps that the English teachers at MTsN Taliwang took to address those difficulties. Through interviews, the study was able to obtain the English instructors' perspectives on the difficulties they encountered when teaching the language in the classroom and the strategies they used to overcome them. Many difficulties surfaced, some of which were caused by students, some by teachers, and some by the facilities of the school. These difficulties included the following: students' poor vocabulary mastery, lack of focus, lack of motivation, lack of discipline, speaking difficulties, teachers' lack of training, teachers' language proficiency issues, teachers' limited mastery of teaching methods, teachers' unfamiliarity with high-tech, teachers' lack of professional development, inadequate resources and facilities, and time constraints.

Second research entitled “*Challenges in Teaching English at Pesantren, Islamic Boarding School, Teaching English*” written in 2021 by Leni Marzulina et al. This study used a case study methodology and was qualitative in nature. Two English teachers at Pesantren regency participated in this study. Thematic analysis was used to

examine the information gathered from observation and interviews in order to determine the difficulties teachers encountered when instructing English. The results showed that English teachers encountered the following five difficulties when instructing students in the language: Increasing student motivation, raising language proficiency, managing a packed classroom, scheduling time effectively, and dealing with a shortage of facilities are the first five challenges. There is also discussion of the findings' implications.

Next research was thesis entitled “*Challenges in Teaching English Writing Skills: Lesson learnt from Indonesian High school English Language Teachers*” written by Nurhadiyanti et al, which is published in 2021. The study discussed in this article aims to determine the difficulties faced by a number of Indonesian English language instructors when instructing English writing skills at Gorontalo, Indonesia's VHS, a vocational high school. All of the participants were English language instructors employed by the school. Interviews and observation were used to gather data, and theme analysis was used to interpret the results. The results revealed that the teachers' difficulties in imparting English writing skills could be summed up in four topics. These problems included those pertaining to instructional time, teaching techniques, linguistics, and learning motivation. Although the teachers are capable of handling the problems, they still need to investigate additional pedagogical approaches in order to ensure that the teaching and learning process proceeds smoothly.

Fourth research entitled “*Challenges in Teaching English as Foreign Language at Schools at Poland and Turkey*” was written by Madalińska-Michalak & Bavli in 2018 from University of Warsaw from Poland and Yildiz Technical University from Turkey. The research stated that although the educational settings of Poland and Turkey differ, there are certain common issues that instructors in both countries face. These difficulties included: the need for high-quality professional development for in-service teachers; high teaching hours; the provision of pre-service teacher education; the attractiveness of the field; students' emotional inhibitions; teaching large classes; differentiation; and career-path incentives. Crucially, not all of these difficulties have been addressed in the literature up to this point. Some problems, including in-service professional development aimed at enhancing teachers' English language proficiency,

are more regional in nature. According to the results, English instructors should get support that is both nationally based on evidence-based practices and flexibly aligned to local educational contexts.

Fifth research entitled “*Unresolved issues and new challenges in teaching English to young learners: The case of South Korea*” was written by Garton in 2013 from Aston University United Kingdom. The emphasis of this study is South Korea, where English has been required in elementary school since 1997. Examined are the concerns brought up by the inclusion of English in the elementary curriculum, as well as the state of affairs in South Korea at the moment. The findings of a mixed-methods study that combined information from a small-scale case study of one teacher with survey data from 125 primary school teachers in Korea are reported. According to the study, some of the initial issues brought about by the introduction of early language learning seem to have been resolved, but there are still issues. Furthermore, the results show that primary school English teachers now have a variety of additional difficulties in trying to put government policy into practice.

There are some similarities and relevance with some previous researches that used in this research. The similarities are discussing teaching english challenge in school and using qualitative method. While the differences are; on the first research is conducted in junior high school and discuss about teacher’s perception. The second research was conducted in islamice boarding school. The third research focus on what challenges in teaching english especially in writing skill. The fourth and fifth research is international research that has similar topic with my research which is issue in teaching teaching english but this research discuss about teaching english issue in the foreign. The first study discussed teaching challenges in Turkey and Poland and The second study discussed teaching challenges in Sout Korea.

CHAPTER III

RESEARCH METHODS

In this topic, research methods consists of research plans and procedures that include external assumptions to detailed methods for collecting, analyzing, and interpreting data (Creswell, 2019). In this case of the research, it provides the methodology of the research, research site and participant, subject and object of the research, data collection technique and data analysis.

A. Research Method

According to Creswell (2002) as cited by Carrie Williems et al (2017) defines research methods as the process of collecting, analyzing, interpreting, and writing the results of a study; quantitative research is the process of collecting, analyzing, and writing the results; and qualitative research is the approach to data collection, analysis, and report writing that differs from traditional quantitative approaches. In this case, the data was collected from MI Muhammadiyah Ajibarang Kulon regarding what challenges in teaching teaching english and then the data was analyzed in order to have the results.

This research used descriptive qualitative research. According to Tracy (2013), qualitative research is a means of evaluating, exploring, and appreciating the significance given to a social or human issue. This qualitative research was classified as a case study. In this case, this research described challenges in teaching teaching english at MI Muhammadiyah Ajibarang Purwokerto and also carried out directly on respondents intensively about the background of the current situation and the interaction of a social unit such as individuals, groups, and society. In the field research, the research is talked and observed directly to the people were studied. Therefore, the field condition must be observed directly to MI Muhammadiyah Ajibarang Kulon to get first-hand information about the challenges of learning teaching englishes at MI Muhammadiyah Ajibarang Kulon according to the teachers.

B. Research Site and Participant

This research was conducted at MI Muhammadiyah Ajibarang Kulon located in Ajibarang Kulon Village, Ajibarang District, Banyumas Regency. One of the reasons the researcher chose MI Muhammadiyah Ajibarang Kulon is MI Muhammadiyah Ajibarang Kulon often holds student exchanges related to teaching English with other schools. Moreover, MI Muhammadiyah Ajibarang becomes research place because MI Muhammadiyah Ajibarang Kulon is a favourite school and has strategic location to reach. In addition, MI Muhammadiyah Ajibarang Kulon is one of the elementary school in Banyumas Regency that known as school that has good teaching English program to teach English to their students which is quite hard to find.

C. Subject and Object of the Research

1. Subject of the research

The subject of this research was the person who provides information to the researcher regarding the required data. MI Muhammadiyah Ajibarang Purwokerto has six English teachers in amount but based on the topic of this research, the research only required three English teachers at MI Muhammadiyah Ajibarang Kulon with three classes represents each teachers. The teachers were Mrs S who teaches 2nd grade, Ms A who teaches 4th grade and Mrs AS who teaches 5th. So, this research engaged three English teachers with their classes.

2. Object of the research

The object of this research is the challenges in teaching English in grade two, grade four and grade five at MI Muhammadiyah Ajibarang Kulon. The school and the classes were chosen because they already implemented teaching English program in a long time. The program of teaching English in this school is well-prepared enough to be investigated especially about the challenges in teaching English.

D. Data Collection Technique

Data collecting technique include acquiring data from many sources, triangulating or cross-checking results, and utilizing various tools to aid in the process (Kenan Dikilitaş, Carol Griffiths, 2017). Similar to that, Sargeant (2012) claimed that Individual or group interviews, observation, and document review are examples of

qualitative research data gathering methods. In this case, observation was conducted by taking note during learning classroom activity, interview was conducted by recording the answer as information from the teachers, documentation was done with collecting some documents and capturing some pictures as additional information. Moreover, the techniques used in this study are as follows:

1. Observation

Observation is defined as the experience and systematic recording of the symptoms that appear on the object of research (Emzir, 2010). Observation is preferred as a tool to gain information by involving participant observation in their habits of daily activities. In observing participant, it can be watched from what they do, listen what they say and get involved in their habits (Marshall & Gretchen, 1995). Therefore, with observation, information could be seen, heard, and felt directly so it can be more easily to process information. According to that statement, this research analyzed the environment, activities and implementation of teaching english in order to know the challenges when teaching process.

In this case, this research involved 2 meeting observations at MI Muhammadiyah Ajibarang Kulon in order to be able to see, hear and also feel information directly by observing and taking notes about the english teaching challenges at MI Muhammadiyah Ajibarang. This research is non-participatory observation, according to Williams (2008) stated that non-participatory observation is the study when the researcher who want to collect data without having to communicate or interverne with individuals directly. This research was written with checklist and field note instrumental in doing observation to make the observation easier (Peterson & Elam, 2021).

Meanwhile, for the observation schedule is presented by the table below :

Tabel 1 observation schedule

Observation	Day or date	activities
1	Wednesday, 14 February 2024	Observation 2nd teaching english, 4th grade teaching english, 5th grade teaching english and interview
2	Tuesday, 7th May and Friday, 10th May 2024	Second observation

In this case, during the observation, the data was taken by using field note for analyzing the teacher's challenges during classroom or lesson activity based on RPP which that teacher used which is the field note contained as follow : a) warming up activity, b) introduction, c) presentation, d) practice, e) evaluation and f) follow up activity.

2. Interview

Interview is one form of data collection that is widely used in qualitative research. Oral interviews in qualitative research treat the interviewee as a collaborator in meaning creation rather than a channel for information extraction (B. DiCicco-Bloom, B. Crabtree, 2006). In this study, interviews are used as a data collection technique if the researcher wants to conduct an introduction to find the challenges that must be investigated, but also if the researcher wants to know things from the respondents more deeply. Researcher used this technique to dig deeper and get detailed information about the learning model at MI Muhammadiyah Ajibarang Kulon. In doing interview, this research will use semi structured interview to get more detailed information and record it then transcribe the result.

Interview was done on the first observation meeting (Wednesday, 14th February 2024). The interview had conducted between observant and the teachers as source people. As mentioned previously, the source people are Mrs S, the teacher of 2nd grade teaching english. Ms A, the teacher of 4th

grade teaching english. The last one, Mrs AS, the teacher of 5th grade teaching english. The content of the interview was about the challenges in teaching english for the teachers during pre-learning, classroom activity, until evaluation. The interview had done in one day.

3. Documentation

S. Kitto et al (2008) stated that documentation is one of the sources of data in qualitative research Document is a method of collecting data by collecting records of past events, writings, pictures, or monumental works. Documents in qualitative research serve as a data source and may be evaluated to better understand the nature and types of information (Glenn A. Bowen, 2009).

Documentation studies are complementary to the use of observation and interview methods in qualitative research. Through this technique, researcher can take additional information from existing documents such as journals, lesson plans (RPP), and others. The function of the document in this research itself is as an addition or complement and also evidence that is used as a reinforcement of observation techniques and interview techniques. Thus, research on the english learning model at MI Muhammadiyah Ajibarang becomes stronger because it is supported by documentation techniques.

E. Data Analysis

Data analysis is the process of systematically searching and compiling data that has been obtained from interviews, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing, compiling into patterns, choose which ones are important and which will not be studied, make conclusions so that they are easily understood by themselves or others. In this study, this research used a qualitative descriptive analysis technique. Descriptive analysis is the using of the information as it is in accordance with the data information obtained in the field. The data analysis according to the Miles and Huberman model cited in Ahmad Rijali (2019) is as follows:

1. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns and removing unnecessary ones. After collecting data, it needs to be outlined as the used-theory. Thus the data that has been reduced provided a clear data that necessary in this research, clear pictures or documentation, and make it easier for researcher to collect further data, and look for it when needed. In this research, The data obtained from observation, interview and documentation at MI Muhammadiyah Ajibarang Kulon had been summarized and selected according to study needs. for example, in conducting interviews there are a lot of data that was obtained but the data in this study had been summarized. Documentation such as lesson plans obtained from the school have also been selected to suit study needs. Furthermore, The results of the observation data that had been carried out have also been summarized according to the theoretical requirements in this study.

2. Data Display

In qualitative research, data presentation can be done in the form of short descriptions, charts, relationships between categories, flowcharts and the like. By displaying data, it will be easier to understand what happened, plan further work based on what has been understood. In this case, the data is presented the transcribtion of all used-instrument and it is explained by narration each chapter.

3. Conclusion Drawing or Verification

The third step according to Miles and Huberman is drawing conclusions and verification. Conclusions in qualitative research can answer the challenge formulation that was formulated from the start, supported by valid and consistent evidence. After all data has been processed, then the next step is taking conclusion of challenges in teaching teaching english at MI Muhammadiyah Ajibarang Kulon. The conclusion is processed by matching data from observations, documents, theories to previous research or this is known as Triangulation.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter presents and discusses the collecting data research at MI Muhammadiyah Ajibarang Kulon concerning about the challenges in teaching teaching english at MI Muhammadiyah Ajibarang Purwokerto. In addition, in this topic discussed the detailed of challenges that faced by the teachers in teaching teaching english and their relating with the theory. The data is classified by each teacher's and class observation data.

Teacher challenges in teaching teaching english at MI Muhammadiyah Ajibarang Kulon

Before taking observation in the class, the first step was doing interview with Mrs S as the teacher of the 2nd grade, Ms A who is the teacher of 4th teaching english, and Mrs AS who is the teacher of 5th grade. It was conducted on Wednesday, February 14, 2024 which the interview topic was talking about challenges in teaching teaching english start from pre-classroom activity, during classroom activity, until evaluation. After that, the field note-data in classroom was needed to strenghten the interview information.

In discussing the challenges in teaching teaching english at MI Muhammadiyah Ajibarang Purwokerto, this research used collected theory. The first theory is from Brisk and Proctor (2012) stated that the challenges in teaching english covers the assessment or evaluation, teachers' competence or ability, and material developing. The second theory is Luh Putu (2014) who explained that the challenge or challenge in teaching english could be found on the evaluation. Furthermore, Kathryn Lindholm (2012) briefly explained in her book "theory into practice" that challenges in teaching english program are the unbalanced time allocation to each language, accountability Challenges include the achievement of a clear and adequate evaluation, limited research to delevelop oral academic language and literacy, and student's dominant to use one language. Eka Anastasia Wijaya & Made Hery Santosa (2021) stated that challenges which will be faced by the teachers in teaching english are classified into internal and external factor. The internal factor were assessment, teaching preparation & activities, and curriculum. While the external challenge were students' attitude. Siti Muniroh (2022) also supported the main issues in teaching english are curriculum which is really complex because it used two

curriculums and also the lack of the teachers ability and skills to design relevant teaching activities, evaluation or assessment, and finding the source material. The last additional theory is from D. Oktavia et al (2022) that claimed during class activity lesson, the young learners tend to be bored so that it could be best to use games, song, providing a lot of practices, and memorizing to use as strategies to teach young learners in teaching english.

According to the collected theory that used in this research, this research divided the challenges in teaching english into three parts, pre-lesson, lesson activity and post-lesson.

1. Pre-lesson include :
 - a. Challenge in complexity of teaching english curriculum
 - b. Challenge in gaining material lesson source
2. Lesson activity include :
 - f. Challenge in developing new standard material development
 - g. Challenge in developing four element of language (reading, writing, speaking, listening)
 - h. Challenge of domination one language interaction during lesson activity
 - i. Challenge in students' character diversity
 - j. Challenges of teacher's ability and skill in english language
 - k. Challenge in making class activity
3. Post-lesson include :
 - b. Challenge in scoring assessment of teaching english value

To simplify, this section presents the finding and discussion refer to the theory above.

The challenges result regarding teaching teaching english at MI Muhammadiyah Ajibarang Purwokerto is presented by using field note to compare every challenges that faced by each teachers. In addition, the interview result is described by using transcribtion.

The code of the transcription as follows :

- T1 : Transcript of Mrs S
T2 : Transcript of Ms A
T3 : Transcript of Mrs AS

A. Pre-lesson challenge

1. Challenge in complexity of teaching english curriculum

Curriculum means the teaching guidance to reach specific goal of education. In teaching english, Curriculum links issues related to program design, accountability, curriculum, and teaching related to biliteracy and english language development (Lindholm-Leary, 2016). In line with it, Ma'rufah and Mufliah (2021) stated that learning requirements analysis is concerned with the tactics, methods, techniques, materials, and facilities used in the learning process depending on the students' backgrounds and learning objectives. Implementing of the teaching english is complex due to the using of two curriculum, cambridge and 2013 curriculum (*kurikulum 2013*). The mixing of cambridge and national curriculum also implemented in MI Muhammadiyah Ajibarang Kulon teaching english as the statement from all the teachers.

T1 : "Now we use the Cambridge curriculum which is tailored to our needs."

T2 : "the curriculum we use is cambridge that adopted from cambridge university"

T3 : "we use cambridge as the curriculum"

In line with it, Siti Muniroh (2022) claimed that one challenge of teaching teaching english that faced by the teacher during pre-lesson is how the teacher understand the application of two curriculum which is cambridge and local curriculum. Based on the theory, the teachers as source person were asked in the interview about her challenge in applicating the curriculum and the relation to other researches regarding cambridge curriculum as reference sources.

T1 : "No, because the Cambridge curriculum is very flexible, so we can adapt it to our needs (national curriculum). It doesn't have to be all activities as outlined in cambridge curriculum, we can integerate them"

T2 : "So far not because it's quite easy and almost the same as the current curriculum"

T3 : "Insha Allah there is no difficulties in running the curriculum"

Based on the interview, it could be concluded that all the teachers are not having issue with the application of cambridge as additional curriculum in teaching

english beside the use of national curriculum. The reason is because cambridge curriculum could be implemented along with national curriculum as stated by the teacher, so it could easily understand and applied. In line with it, Febri Monica, B. Rubini, and Rifki Risma Munandar (2022) in their research entitled “Combination of Science Learning Using 2013 and Cambridge Curriculum in Middle Schools” has proven that cambridge curriculum is able to be combined with another curriculum. Furthermore, it can improve students' understanding, knowledge, skills and critical thinking through planning, implementation and evaluation processes. So, in this case teacher does not have challenges and difficulties when applying the used-curriculum of teaching english at MI Muhammadiyah Ajibarang.

2. Challenge in gaining material lesson source

Gaining source material such books, students worksheet, and others are not easy in Indonesia since english is not the main language of Indonesian. Therefore, Siti Muniroh (2022) stated that collecting material resources is included in the challenges faced by the teachers. However, according to the statement from all the teachers during the interview they denied it.

T1 : “At first it wasn't available, but now it's okay because now we have officially used Cambridge and the source is clear, so we just have to order”

T2 : “Yes, I did not have difficult experience because we join the english teaching association group, in which we share with each other both methods and teaching reference materials through research or journals”

T3 : “I have never had difficult experience in gaining source material such LKS, guided book, and other reference materials because the school provides it”

According to T1 and T3 they stated that in gaining material resources, the school provides some required material and references. In addition T2 stated that as the english teacher, association of english teachers is exist to share some references and material for the teacher when they need. It means, it is contrary with the statement of Siti Muniroh (2022) because apparently, the situation in the field after being observed in this research shows that learning resources such as learning package books, practice question books, and learning material books have been

provided by the schools. So the challenge for teachers in obtaining learning material resources does not occur at MI Muhammadiyah Ajibarang Kulon.

B. Lesson Class Activity

Lesson class activity is the main or core part of learning process started with pre-lesson until evaluation or assessment. The lesson class activity is the part of learning and teaching process plan is carried out directly to the students focus on developing good reading habits, application of skills, pragmatic use of language, and familiarizing students with the culture covered in the material (Jing Jinxiu, Zeng Zhengping : 2016).

This data result was arranged by using field note checklist that unite all the teachers experience during english teaching. This aims to be a comparison of the challenges faced by each teacher in each class, plus to further simplify the presentation of data. Because the data presented comes from two different observations, this research presents two observational data from field notes as a comparison. The aim is whether there is a difference in the second observation from the first observation regarding the challenges of teaching teaching englishes, especially in classroom learning activities.

To make it easier to understand the field note data results, this research uses the following code

Teacher's code :

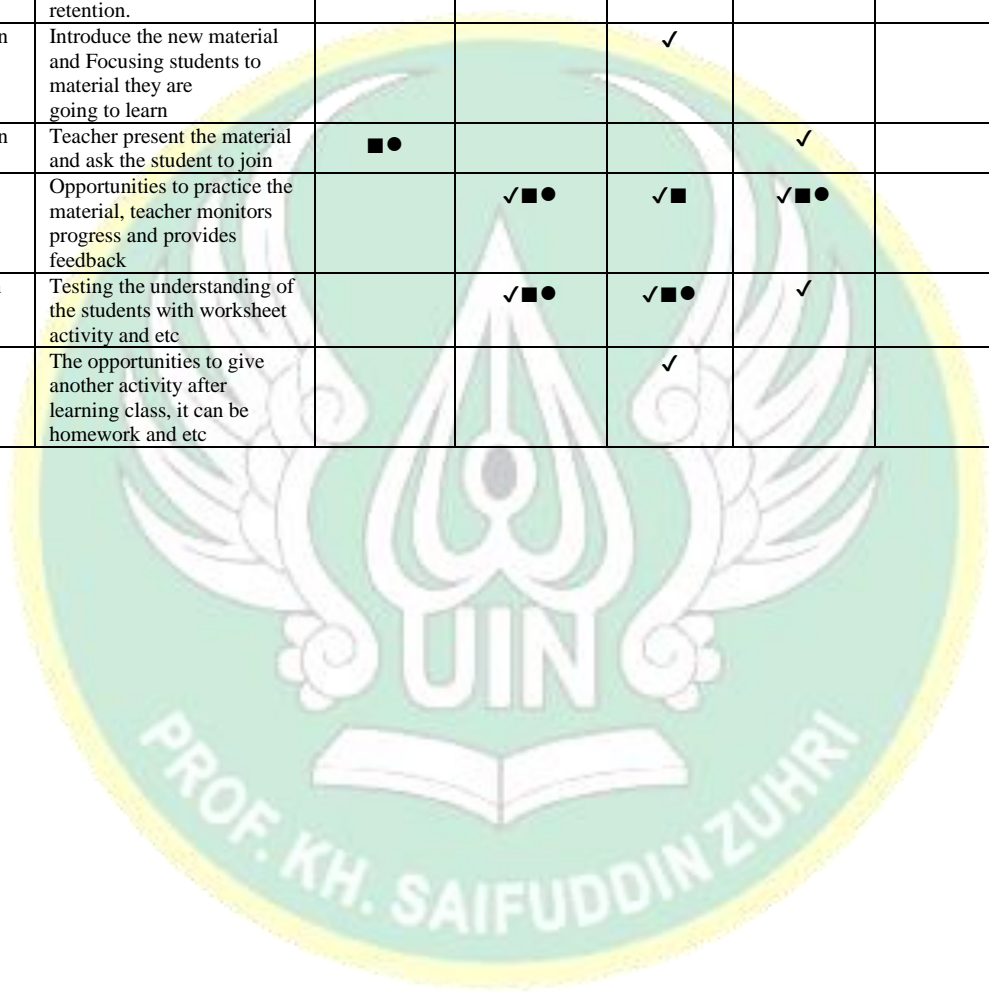
T1 : ✓

T2 : ■

T3 : ●

Tabel 2 first observation field note data

Phase	Class activity	challenge					
		Challenge in developing material	Challenge of optimization all element english potential (reading, writing, speaking, listening)	Challenge of domination one language that used from the students	Challenge in students' character diversity	Challenges of teacher's ability and skill in english language	Challenges in making class activity
Warming up	Transition into learning environment. Review of previous lesson, checking for comprehension and retention.				✓		
Introduction	Introduce the new material and Focusing students to material they are going to learn			✓			
Presentation	Teacher present the material and ask the student to join	■●			✓		✓■●
Practice	Opportunities to practice the material, teacher monitors progress and provides feedback		✓■●	✓■	✓■●		
Evaluation	Testing the understanding of the students with worksheet activity and etc		✓■●	✓■●	✓		
Follow up activity	The opportunities to give another activity after learning class, it can be homework and etc			✓			



Tabel 3 second observation field note data

Phase	Class activity	challenge					
		Challenge in developing material	Challenge of optimization all element english potential (reading, writing, speaking, listening)	Challenge of domination one language that used from the students	Challenge in students' character diversity	Challenges of teacher's ability and skill in english language	Challenges in making class activity
Warming up	Transition into learning environment. Review of previous lesson, checking for comprehension and retention.				✓		
Introduction	Introduce the new material and Focusing students to material they are going to learn			✓			
Presentation	Teacher present the material and ask the student to join	■	●	●			■●
Practice	Opportunities to practice the material, teacher monitors progress and provides feedback		■●	✓■	✓		
Evaluation	Testing the understanding of the students with worksheet activity and etc		■●	✓	✓		
Follow up activity	The opportunities to give another activity after learning class, it can be homework and etc			✓			

The two tables above are field notes used as research instruments. These field notes contain six challenges in teaching teaching englishes that occur in lesson class activities. These challenges are a summary of the theories used in this research.

1. Challenge in Developing Material

The first discussion of challenge in teaching english is developing material. This challenge related to developments in formulating new standards for material that focuses on multilingualism and improving vocabulary. In line with it, Brisk and Proctor (2012) claimed that challenges in teaching english regarding developing standard new material is developing material teaching that entangle specialized vocabulary and focus to facilitate multilinguism as a part of curricula and materials.

As the table result from the first observation, This challenge of teacher's happened on T2 and also T3, in addition the challenges happened in presentation activity when the teacher present the material to the students. Based on the field observation, during the activity, the teacher had difficult experience in developing material in

the meeting. Furthermore, both teachers did not deliver the material in order as plan lesson, in addition the teacher did not conduct vocabulary section as the part of lesson activity. Meanwhile, T1 as the teacher of 2nd grade teaching english ran the class well with good material developing involved vocabularies in the class activity.

Meanwhile, the second observation was carried out to see whether there was a difference with the first observation, but the data shown was no difference. According to the second observation, this challenge only happened on T2 as the teacher of 4th grade teaching english. The result showed the same data as the previous observation which is during T2's learning class lesson activity did not conduct vocabularies. Even during the class lesson activity, practice section took very long time that it made evaluation activity was skipped. For T1, as a english teacher for 2nd grade, the data showed no differences with the previous observation. The teacher continues to link material based on vocabulary development, even this time he manages the class well based on the lesson plan. For T3, vocabularies development was conducted during lesson activity of 5th grade teaching english.

To strengthen the data above, the following are the results of interviews with the three teachers

T1 : "Yes, because I had planned it like this, but because I saw the condition of the children while teaching, I wanted to do whatever activity I wanted, including to improve vocabulary section. But sometimes I changed the order of activity because I saw the condition of the children, and sometimes to develop the material and fill the remaining time, I mix it with the material for the next meeting"

T2 : "Of course we use vocabularies development in our lesson and it is not a challenge for me because basically, I am an English teacher. For those who are not English teachers, maybe there is a little practice and adaptation. "

T3 : "no, I do not have any difficulties in developing standard material based on vocabularies"

Based on the teacher interview, it can be known that all the teachers claimed that they have no difficult experience in developing new standard material. T1 the teacher of 2nd grade said that she often changed the order of class activity that it is not in accordance with the previously designed learning plan and she often mixed the activity class with the next meeting material to fill the remained time but not

forget to always provided vocabularies activities. Even though the class learning activities are not in sequence according to the lesson plan, all activities can be carried out and there are still activities that develop vocabulary. This data also suitable with the second observation which the teacher could connect the lesson activity based on vocabularies development. The interview with the field observation in the class is match.

Meanwhile T2 stated that she has no challenge with developing new standard material based on vocabularies. She claimed that since she is basically english education graduate so that she could adapt with the material. But this statement is opposite with the field observation during the class activity. It is because as long as the class ran, the teacher did not give any activity that specifically train students' ability to improve vocabularies. This case also happened during the second observation. The data stated that the teacher did not implement activity which improving vocabularies for the students. It means that the data between the first observation and the second observation has no different.

T3 claimed that she did not have difficulties in developing new standard material that based on vocabularies. According to the first observation, this statement is opposite with the data of field observation in the class. During the class activity, the teacher did not allocate vocabularies activity for the students. But in the second observation, the data changed. The data presented that in the second observation, T3 provided specific activity class that the students translated the text together with the teacher and write the vocabularis from the text on their notebook.

According with the explanation above, the conclusion could be drawn two point conclusion. First, the data of interview and field observation with T1 is suitable and they have no challenge in challenge new standard material of teaching teaching english. Meanwhile the data of interview with T2 and T3 is unsuitable with the field observation in the class activity. It means that T2 and T3 as the teacher feels no challenge with the challenge of new standard material but during the observation she had not provided the activity to improve vocabulary.

The second point is, based on the second observation data there is a difference result. The difference data stated that T3 in the first observation data having difficult

by not involving vocabularies development in the lesson activity, but when the second observation occurred, T3 provided vocabularies development activity during class lesson. It means that the statement from T3 in the interview is matched on the second observation.

2. Challenge in Optimization four basic skill of english

The next discussion challenge is optimization four element of english. In understanding languages especially english, there are four basic skills that have to be concerned, they are reading, writing, listening, and speaking (Chengyu Nan, 2018). Therefore, improving the basic elements are the part of teaching teaching english and also becomes one of the challenges for the teacher. Moreover, Luh Putu (2016) explained more clearly that one of the challenge that faced by the teacher in teaching teaching english is on class activity and evaluation which only link a few skills of english not the whole skills (reading, writing, listening and speaking).

Based on the first observation result table, this challenge occurred in practice and evaluation activity and also all the teachers had this challenge challenge. During the observation, each teacher did not provide activities to focus on building the all skills of english. Each of them just focus on some skills in one meeting, especially in practice and evaluation activity where these two activities are the main activity to optimize basic skill english.

For example, T1 as the teacher of 2nd grade teaching english explained that in optimizing the four basic english skills is not easy during the lesson class activity, especially listening skills.

T1 : “Yes, definitely, here because students still lack of pronounce well and the pronunciation means the same thing in speaking as in writing. Well, that's the difficulty for children”

T1 : “sometimes I did not involve all activities regarding the four basic English skills, especially listening, I involve listening skills activities in class learning activities if the material supports it”

According to the data of interview with T1, it showed that she is having trouble in optimization all the english basic skills especially listening skills. She excused that why the listening skill is not optimal because students' lack vocabularies and sometimes she did not put listening skills activity in every class

lesson activity. As the additional data, the research provides the lesson plan from T1 that used during the observation.

Figure 1 lesson plan of 2nd grade bilingual during observation 1

Lesson plan Starter unit
 Subject : English
 Lesson : Colours
 Grade/term : Bilingual class 2/two
 Time allocation: 105 minutes

Phase	Learners activities	Materials	Resources	Durations
Lesson objectives: > Listening: school objects and colours > Speaking: Describing school objects with focus on colours > Reading: name of the colours and school objects. > Writing: describing things in written words				
Language focus: > Vocabulary: The alphabet, numbers chart, colours > What colour is this? It's....., What's your favourite colour? > TPR instruction: put away, keep, take out				
Warm up	Teacher greets students and they give respond. Then students greets each other, get the students to sing ABC song and counting song with different version „ten little Indians“ Then get students' attention that they are going to have new lessons	Audio	CGE audio 1	15 minutes
Introduction	Students are introduced to a new lesson about colours. Focus on new lessons: colours and describing things Ask some students if they know some of the colours.			10 minutes
Presentation	Teacher shows some colourful things can be found around the classroom. And asks students the colours if the items. Then explain the name of the colours with students repeat the words. Teacher explains how to describe things with colour as the main focus. „Ex: It's a red bag.“ Get students to repeat after the teacher. Teacher writes the examples on	ABC chart Number chart Things in the classroom	CGE LB 1	30 minutes
Practice	Students practice together or individually tell and identify the name of the colours. Ask students to find some things in the classrooms that have colours that teacher mentions. „Ex: Please, find something blue!“ Students observe the class by asking „What's your favourite colour?“ Write the name of colours in students' notebooks.	Things in the classroom Observation hand in activity	Worksheets	30 minutes
Evaluation	Students tell their own favourite colours of things or describe their school stuffs.	Verbal		15 minutes
Follow up activities	Homework	worksheets		10 minutes

Based on the lesson plan, it could be concluded that the lesson plan that set for the lesson class activity did not involve listening skill activity in the presentation and practice activity as the main class activity. Therefore this data is suitable with the statement from T1 in the interview.

Meanwhile, the data of the second observation result table showed that the different data with the previous observation. The data showed that during T1's class lesson activity, it did not link any activity with listening skill. However during the second observation, T1 having no difficult to implement all the basic element of english especially listening.

As additional data, this research presents the lesson plan that used during the second observation.

Figure 2 lesson plan of 2nd grade bilingual during observation 2

Phase	Learners activities	Materials	Resource	Duration
Lesson plan Starter unit Subject : English Lesson : Parts of body Grade/term : Bilingual class 2/two Time allocation: 105 minutes				
Lesson objectives: > Listening: Head-Shoulder-Knees-and-Toes song > Speaking: Repeat parts of the body, sing Head-Shoulder-Knees-and-Toes song. Mention parts of the body. > Reading: Parts of the body and their function > Writing: Mention parts of the body based on the function		Language focus: > Vocabulary: greetings: hello, children, boys, girls, teachers, good morning/afternoon/evening and good bye, time of the day: in the morning/afternoon/evening/at night > TPR instruction: stand up, sit down, show me, open your book, close your book		
Warm up activities Transition into learning environment. Review of previous lesson, checking for comprehension and retention.	Greet the students and students greet teacher as well as their classmates. Clap, chant and sing a familiar song. Say hello to the boys and wave to the boys. Say hello to the girls and wave to the girls	verbal	CGE learner's book 1	10 minutes
Introduction Focus students' attention to new materials. Explain what you plan to do during the session and why the new material is important	Students are introduced to new languages. Introduce to a new material and explain that they are going to learn daily activities. Ask students what daily activity is and what they do in their daily life then wait the responds from them	verbal		10 minutes

Presentation Teacher presents the picture chart of the body and ask students to sing a song entitled "Head-Shoulder-Knees-and-Toes song" together, mention and pronounces together about part of the body and then explained the function of each body to students	Teacher asks students to sing a song "Head-Shoulder-Knees-and-Toes song" together after that students mention parts of the body from the song using picture chart. Teacher pronounces the vocabularies of the body and then students repeat it. Teacher explained the function of each part of the body. Teacher ask the students to play a game song together about parts of the body	Audio	CGE audio CGE LB 1	40 minutes
Practice Opportunities to practice the new knowledge are provided. Teacher monitors progress and provides feedback.	Teacher stand in front of the class and ask the students Which part of the body functions to do this by teacher's guidance. Teacher speak the function of the body to students with demonstrating it. Students read the expressions written on the board and write them down in their notebooks.		visual	20 minutes
Evaluation Opportunities to practice the new knowledge are provided. Tutor monitors progress and provides feedback.	Students do worksheet about matching the function of part of the body			15 minutes
Follow up Activity Students apply new knowledge to their own lives or a new situation.	Students tell names of their Bodies by teacher guidance in front of the class	Verbal		10 minutes

According to the lesson plan that used during the second observation. It could be concluded that the lesson plan is linked all the basic element of english especially listening skill. This certainly shows that the second observation data shows a change in the data from the first observation which shows the data that the challenge in implementing all basic English language skills is difficult, especially listening skill. In fact, in the second observation, T1 as a english second-grade teacher was able to implement the four basic English skills, especially listening skill which were a challenge in the first observation.

This also clarifies T1's statement in his interview data that the teacher sometimes involves all basic English language skills in learning activities, especially listening skill, only if the material used supports it. It means the data result of the challenge about optimization all element english potential could be

changed and influenced by the lesson plan for T1 as the teacher of 2nd grade teaching english.

The next data is from T2. She explained that indeed to optimize the four basic skills of english is difficult. However, according to T2 statement the most difficult skill to optimize is speaking skill.

T2 : “Oh, the most difficult thing is speaking because the students are not used to it”

T2 : “I do not have issue in applying speaking activity, but when it comes to the practices, during class interaction or evaluation, that is the issue”

As reinforcing data, this research presents the lesson plan used by T2 during classroom learning activities when observations were made.

Figure 3 lesson plan of 4th grade bilingual during observation 1

Lesson plan Starter unit Subject : English Lesson : The number chart Grade/term : Bilingual class 4/four Time allocation: 105 minutes				
Lesson objectives: > Listening: Learn in counting number 50 -100 > Speaking: Mention the results of the calculations, count items, tell how many things is > Reading: numbers 50 - 100 > Writing: numbers 50 - 100		Language focus: > Numbers, equal, plus, minus > Vocabulary: things in the classroom, > Question phrases: How many ? equal....? TPR instruction: count, show me....		
Phase	Learners activities	Materials	Resource	Duration
Warm up Greeting and review previous lessons	Greet students and ask about previous lessons. Ask them to tell their names and how to spell them. Give some instructions to the class to get ready for new lessons. To liven up the class, teacher teaches a new song about numbers.	Verbal		5 minutes
Introduction Focus on new materials numbers 50 - 100	Explain to students that they are going to learn about numbers. As a prompt, get students to count from 50 - 100 and get their attention to the new lesson.	Numbers cards	Flash cards	5 minutes
Presentation A song A number chart School objects	Students look at page 8. Together, count the item in each row of the number with the Teacher starting from number 50. Teacher explain how to read and write the number. Teacher presents the addition and subtraction operations of numbers. Using questions how many....? equal....?		CGE LB 1	30 minutes

Practice	Students count numbers together. Then, each student counts numbers 50 - 100 individually. Teacher ask students to count items in the picture. Then teacher makes exercise of addition and subtraction operations of numbers	Number charts Pictures of items around us	CGE LB 1	6/8
Evaluation	Students do the worksheet	Worksheets	Hand in activity	30 minutes
Follow up activity	Count things from the lesson book	verbal		5 minutes

Based on the data of lesson plan it could be known that T2 as the teacher of the 4th grade applicated all the basic skill of english and it also happened during the observation. So it could be concluded that T2 is not having issue with the applicating of all the basic skill of english. It is suitable as what she stated. However, the challenge occured when the assessment activity that related to students ability that trouble T2 in optimalize speaking skill. That is why according to T2, speaking ability is the biggest challenge in optimalizing or improving skills during the lesson.

Meanwhile according to the second observation, it showed the different data with the first observation. The different showed that during the first observation, T2 feels having challenge with the speaking skill evaluation. However during the second observation students could show their speaking skill well especially during practices activity which students go in front of the class to speak with their partner about shopping in the store. But the challenge is during the second observation, The challenge of maximizing basic English skills is no longer about speaking but listening. During class activities, T2 as a teacher focuses too dominantly on speaking skill even though there are activities that involve other skills such as reading and writing. This is where the challenge is, during the second observation, none of the T2 class activities specifically provided listening skills activities. It happened during practice and evaluation activities which only used for speaking activities.

As additional data, this research presents the lesson plan that used during the second observation.

Figure 4 lesson plan of 4th grade bilingual during observation 2

Lesson plan Starter unit
 Subject : English
 Lesson : Shopping
 Grade/term : Bilingual class four/4
 Time allocation: 105 minutes

Lesson objectives:		Language focus:		
<ul style="list-style-type: none"> > Listening: Dialogue of buyer and cashier > Speaking: how to ask price and buy something > Reading: dialog how to buy something in the store > Writing: create simple conversation about shopping in the store between buyer and cashier 		<ul style="list-style-type: none"> > Asking price, answer the question > Vocabulary: things in the shop > Question phrases: May I help you? How many How Much..? TPR instruction: count, show me....		
Phase	Learners activities	Materials	Resource	Duration
Warm up Greeting and review previous lessons	Greet students and ask about previous lessons. Ask them to tell their names and how to spell them. Give some instructions to the class to get ready for new lessons. To liven up the class, teacher teaches a new song about numbers.	Verbal		5 minutes
Introduction Focus on new materials how to buy something in the store	Explain to students that they are going to learn about shopping. As a introduction, get students to mention things in the store with a teacher guidance and get their attention to the new lesson.	Things in the store picture	CGE LB 1	5 minutes
Presentation A song A number chart School objects	Students look at page 8. Pronounce together things that could be bought in the store together such as food, noodles, eggs, milk, soap, etc with the teacher, then repeat it by students themselves. After that, at the page 9 students read the expression sentence to greet buyer, serve buyer, and asking the price. Using question "may I help you? How much? How many?" Next, students read the example dialog of buyer and cashier		CGE LB 2	30 minutes
Practice Counting Singing Game Writing	Teacher ask the students with their partner to make the dialog about buyer and cashier about how to buy something in the store and then present the result in front of the teacher		CGE LB 2	30 minutes
Evaluation	Students fill the questions of the dialog about buying something in the store in the worksheet given	Worksheets	Hand in activity	30 minutes
Follow up activity	homework	verbal		5 minutes

According to the lesson plan from the second observation, It can be concluded that the lesson plan used in learning during the second observation did not emphasize listening skills. For this reason, T2 as the teacher did not facilitate students with listening activities during class. It means that the data of challenge in optimization basic skill of english could be changed and influenced by the lesson plan for T2 as the teacher from 2nd grade teaching english.

Regarding the statement from T2 which said that speaking skill are the biggest challenge in optimizing basic English skills, it is not entirely correct. This is because it can be confirmed through a second observation where the students can display dialogue about “shopping in a shop” well.

The third data is from T3. She explained that to optimize the whole basic skill of english is not easy because lack of facilities in the class. This statement was described from the interview with T2 as follow.

T3 : “Yes, it is difficult due to lack of facilities. For example, when listening, you have to use speakers, whereas speakers are not provided in every class”

To strengthen this data, the following lesson plan is presented which was used during the lesson class activity which was taken when the observation took place.

Figure 5 lesson plan of 5th grade bilingual during observation 1

Lesson plan Starter unit
 Subject : English
 Lesson : Greeting and introduction
 Grade/term : Bilingual class 5/five
 Time allocation: 105 minutes

Lesson objectives:		Language focus:		
<ul style="list-style-type: none"> ➤ Listening: Learn greeting song and chant ➤ Speaking: Say hello, Say good morning/afternoon/evening and good bye Greet and respond, say names, ask and answer names ➤ Reading: good morning/afternoon/evening Time of the day ➤ Writing: good morning/afternoon/evening Time of the day 		<ul style="list-style-type: none"> ➤ Vocabulary: greetings: hello, children, boys, girls, teachers, good morning/afternoon/evening and good bye, time of the day: in the morning/afternoon/evening/at night ➤ TPR instruction: stand up, sit down, rise your hand, open your book, close your book 		
Phase	Learners activities	Materials	Resource	Duration
<p>Warm up activities</p> <p>Clap and chant the Welcome chant to a beat or sing the words to a familiar tune.</p> <p>Sing greeting song „Hello friends:“</p>	<p>Before class, teacher introduces her/himself in front of class in English and in the mother tongue. Then ask the students to respond teacher's question about teacher's personal information in English or in their mother tongue. With the teacher guidance in mother tongue, then translate it to English. Students will then repeat after the teacher. Students clap and chant as teacher welcome students to the classroom, or sing the words to a familiar tune.</p>	<p>Audio</p> <p>Song : <i>Hello friends, hello how are you 2x</i></p> <p><i>Fine thanks, it's good to see you, Fine thanks, it's a beautiful day.</i></p>	<p>CGE learner's book 1</p>	<p>20 minutes</p>
<p>Introduction</p> <p>Focus students' attention to new materials. Explain what you plan to do during the session and why the new material is important</p>	<p>Students are introduced to new languages. Ask some questions and let the students who have known some English words to respond. Explain to class that they are going to use English to communicate in class with their classmates as well as teachers</p>	<p>verbal</p>		<p>10 minutes</p>
<p>Presentation</p> <p>Introduction of new information: Greetings, introduction, giving instructions and tell names, by a variety of strategies: visuals, descriptions, explanation, or written text. Teacher checks for student comprehension through new vocabulary and pronunciation.</p>	<p>Teacher tells students how to greet in English depending on the time of the day, „Good morning“. Students repeat after teacher. Teacher tells how to respond in return. Then, students repeat after teacher. Students learn how to introduce themselves by telling their names. Students learn how to ask and respond to question about their names. „What's your name? My name is“ Students learn classroom languages. Teacher writes the expressions on the board.</p>		<p>CGE audio CGE LB 1</p>	<p>30 minutes</p>
<p>Practice</p> <p>Opportunities to practice the new knowledge are provided. Teacher monitors progress and provides feedback.</p>	<p>Students stand up and walk around to greet each other, tell their names and ask their classmate names as well as respond to their classmates' questions with teacher's guidance. Students read the expressions written on the board and write them down in their notebooks.</p>		<p>Picture worksheet</p>	<p>30 minutes</p>
<p>Evaluation</p> <p>Opportunities to practice the new knowledge are provided. Tutor monitors progress and provides feedback.</p>	<p>Ask some students whether they have memorised their classmates' names and tell to the class.</p>			<p>5 minutes</p>
<p>Follow up Activity</p> <p>Students apply new knowledge to their own lives or a new situation.</p>	<p>Students tell names of their family members</p>	<p>Verbal</p>		<p>10 minutes</p>

According to the lesson plan, it could be seen that activity of listening via electric sound or speaker was not used it during lesson class activity. The source media to optimize listening skill was only from oral speaking from their classmates. Therefore, it could be concluded that T3 as the teacher of 5th grade teaching english indeed having issue with listening skill because of the facility. It is proven by the data from interview statement and the lesson plan from T3 is matched.

Meanwhile, the second observation was held to produce comparison data with the previous observation. In the second observation showed that during lesson class in 5th grade teaching english, reading and translating and the explanation about the use of grammar “used to + verb 1” became activities which took much time or dominant activity during class lesson.

Figure 6 the explanation used to + verb 1



Figure 7 reading activity



Even though there is still other activities which focus on another skill such as speaking and writing. Unfortunately, during the second observation there is no activity that link with listening activity. This also could be seen from the lesson plan that used during the second observation.

Figure 8 lesson plan of 5th grade bilingual during observation 2

Lesson plan Starter unit
 Subject : English
 Lesson : Greeting and introduction
 Grade/term : Bilingual class 5/five
 Time allocation: 105 minutes

Lesson objectives:		Language focus:		
<ul style="list-style-type: none"> > Listening: Learn greeting song and chant > Speaking: Say hello, Say good morning/afternoon/evening and good bye. Greet and respond, say names, ask and answer names > Reading: good morning/afternoon/evening Time of the day > Writing: good morning/afternoon/evening Time of the day 		<ul style="list-style-type: none"> > Vocabulary: greetings: hello, children, boys, girls, teachers, good morning/afternoon/evening and good bye, time of the day: in the morning/afternoon/evening/at night > TPR instruction: stand up, sit down, rise your hand, open your book, close your book 		
Phase	Learners activities	Materials	Resource	Duration
Warm up activities Clap and chant the Welcome chant to a beat or sing the words to a familiar tune. Sing greeting song „Hello friends.“	Before class, teacher introduces her/himself in front of class in English and in the mother tongue. Then ask the students to respond teacher's question about teacher's personal information in English or in their mother tongue. With the teacher guidance in mother tongue, then translate it to English. Students will then repeat after the teacher. Students clap and chant as teacher welcome students to the classroom, or sing the words to a familiar tune.	Audio Song : <i>Hello friends, hello how are you 2x</i> <i>Fine thanks, it's good to see you, Fine thanks, it's a beautiful day.</i>	CGE learner's book 1	20 minutes
Introduction Focus students' attention to new materials. Explain what you plan to do during the session and why the new material is important	Students are introduced to new languages. Ask some questions and let the students who have known some English words to respond. Explain to class that they are going to use English to communicate in class with their classmates as well as teachers	verbal		10 minutes
Presentation Introduction of new information: Greetings, introduction, giving instructions and tell names, by a variety of strategies; visuals, descriptions, explanation, or written text. Teacher checks for student comprehension through new vocabulary and pronunciation.	Teacher tells students how to greet in English depending on the time of the day, „Good morning“. Students repeat after teacher. Teacher tells how to respond in return. Then, students repeat after teacher. Students learn how to introduce themselves by telling their names. Students learn how to ask and respond to question about their names. „What's your name? My name is“ Students learn classroom languages. Teacher writes the expressions on the board.		CGE audio CGE LB 1	30 minutes
Practice Opportunities to practice the new knowledge are provided. Teacher monitors progress and provides feedback.	Students stand up and walk around to greet each other, tell their names and ask their classmate names as well as respond to their classmates' questions with teacher's guidance. Students read the expressions written on the board and write them down in their notebooks.		Picture worksheet	30 minutes
Evaluation Opportunities to practice the new knowledge are provided. Tutor monitors progress and provides feedback.	Ask some students whether they have memorised their classmates' names and tell to the class.			5 minutes
Follow up Activity Students apply new knowledge to their own lives or a new situation.	Students tell names of their family members	Verbal		10 minutes

According to the lesson plan, it could be concluded that the main activity of lesson plan only focus about translating and the explanation about “used to + verb 1” and the activity becomes dominant during the class. This results in other activities related to other basic English skills receiving less attention. Especially activities related to listening skills because even though the lesson objectives state listening skills, the activity structure is not in the lesson plan and is also not implemented during the lesson.

Therefore, T3's statement regarding difficulties in developing listening skills due to the lack of facilities available in relation to the four basic English language skills only applies to the first observation. Whereas in the second observation, the challenge regarding difficulties in developing listening skills was not caused by a lack of available facilities but was influenced by the lesson plan used.

Based on the description above, it can be concluded that the second observation carried out showed different data results from the first observation. Furthermore, this also made some of the teacher's statements in the interview slightly inconsistent with the facts when the second observation took place. However, one thing that can be drawn in common is that the lesson plan influences the differences in data that occur in the second observation.

For instance, according to the the data of the interview proves that the challenges of optimization four basic skill of english has been faced by all the teachers. Pursuant to T1 as the teacher of 2nd grade teaching english, she experience difficulties in optimization the whole basic skill of english during the lesson, especially to optimalize speaking activity. But, during the second observation, T1 could manage the lesson activities well with link four basic skill of english especially listening. This is because the lesson plan that used by T1 link and support all basic skill of english.

In line with it, T2 as the teacher of 4th grade teaching english also stated that she has challenge in optimization the english basic skill in the class especially speaking activity. It happened during the first observation but when the second observation was held, it produces the different data. During the second observation

showed that speaking activity could be held well, but unfortunately there is no activity which provided listening skill even though the activity was written in the learning objectives of the lesson plan.

Meanwhile, T3 said that the challenge of optimization basic english skill especially listening also influenced by the unavailable facilities. This statement and data only applies in the first observation but when the second observation was held it showed that the activities of listening skills in the 5th grade was influenced by the activity in the lesson plan.

3. Challenge of domination one language that used by the students

The third discussion challenge is about student's attitude that dominate to use only one language in teaching english lesson. According to Kathryn Lindholm (2012) explained that the challenges that could be found in teaching english is the dominant use of certain languages. It means that the dominant language that used by the students could be english or their mother language. In addition, Indonesian people consciously often use both indonesia and english as code-mixing during formal and informal situation (Endang Sartika et al.,2022)

In accordance with the table result, the challenged of domination one language almost happened each class lesson activity and happened towards all the teachers. The data interview from the teachers as follows :

T1 : "Often yes, they only use English when they want to ask permission to go to the bathroom or at the beginning of class when they want to start class activities."

T2 : "yes, apart from using Indonesian they also tend to use Javanese sometimes but when I come in and force them to speak English"

T3 : "yes there is some of my students still use bahasa when interacting during class lesson activity"

Based on the interview, it could be known that all the teachers have difficulties in challenges of domination one language from students. For instance, T1 as the teacher of 2nd grade teaching english experienced this challenge nearly on all activities class except warming up and presentation section. As the data result of observation, during class lesson activity in the 2nd grade bilingual class, most of the students still used bahasa when interacting with the teacher wether asking or responding the questions. Meanwhile when warming up activities, students could

speak English well beside using Bahasa. Furthermore, during presentation section, the teacher who talks the most that the students could be handled well.

T2 as the teacher of 4th grade teaching English also having difficulty in handling one language domination from the students. The challenges appeared in practice and evaluation activities. During the activities, the focus on this section is practicing the delivered material and testing students' understanding meanwhile the teacher was monitoring the progress. This activities made the teachers and students often interact each other, This is where it can be seen that when the teacher monitors many students who only use language in interacting with the teacher. This data is matched with T2's confession in the interview, even accordance to T2, some students used Javanese language in interacting with the teacher during class activity.

Related with the previous teachers, T3 as the teacher of 5th grade teaching English also confess in her interview that there is still some students dominate to use Bahasa during the class activities. Furthermore, as observation data result that presented in the table above showed that some students dominate to use one language (Bahasa) only during evaluation activity. Based on the results of observations, the reasons are not much different from T2 as the 4th grade teacher in the teaching English. because during evaluation activities the teacher is forced to carry out monitoring so that students often interact with the teacher. When interacting, most students predominantly use language alone in interacting.

Meanwhile, according to the second observation, data obtained from T1 as a teaching English 2 teacher showed that there were no differences in results from previous observations. The data from the second observation still shows that T1 is still experiencing difficulties in overcoming the dominance of language use by students in introduction, practice, evaluation and follow up activities. In these activities, students tend to still interact using only language. T1 as a teacher can sometimes only remind him with the expression "speak English please" but his students don't take this warning seriously.

Different from the data obtained from T1, the second observation taken from T2 has a change data result. This change can be seen in the first observation, T1 experienced challenges with the dominance of using one language in practice and

evaluation activities. while in the second observation, this challenge occurred at the beginning of the practice activity. In this case, students ask the teacher about dialogue assignments with their friends using bahasa only.

Same with the data from T2, the second observation data from T3 also has difference. In the previous observation it could be seen that T3 had difficulties regarding the dominance of using one language by students during evaluation activities. the second observation presents that the challenge of the domination in using one language happened in the introduction activity. During this activity, teacher presented some daily activities and explained the use of grammar “used to + verb 1.” Most of the students in this activity asked the teacher using bahasa only. Some examples of questions asked by students during this activity are as follows:

“Mrs, apakah verb 1 nya ditambahkan s dibelakang?”

“bukannya kalau used itu artinya menggunakan Mrs?Kenapa artinya menjadi dulunya?”

These questions encourage other students to use language alone in interacting with the teacher. At this time, T3 as a teacher experienced difficulties in overcoming the challenge of dominant use of one language by students.

4. Challenges in diversity characteristic of students

During class lesson occurred, Teacher as the teaching staff who are tasked with teaching students are often faced with challenges in managing the different characteristics of students. According to Eka Anastasia Wijaya & Made Hery Santosa (2021) stated that students in their lower age or grade have many variety characters to be treated such as talkative, hyperactive, introvert, passive and so on. In this case, the characteristics of the students is one of the teacher’s challenges during class lesson especially in teaching teaching english. Regarding with that, during the observation at MI Muhammadiyah Ajibarang Kulon, it could be known this challenge often happened on T1 in 2nd grade teaching english during warming up, presentation, practice and evaluation activity. Meanwhile, T2 and T3 only experienced during practice activity.

T1 : “as seen in class, there are many different children's characters that sometimes I can't handle throughout the lesson. but sometimes it's fun,

so yes, children are different, I don't think it's a big challenge because I'm used to it."

T2 : "Yes, that's the biggest issue that I have in teaching englishes, but there are children who sometimes can't keep up with others, and there are also those who are shy in character, and there are also those who are enthusiastic like that, sometimes children are like that. need special attention."

T3 : "Yes, it's difficult, there are lots of characters, not just one person. There are fifteen different characters. Some are active, some are not. some are less focused and some are in the middle, standard like that"
mechallenges in diversity contain about lesson class activity challenge

According to the interview, T1 claimed that during the lesson activity, the challenges of characters diversity of the students often faced by her. The statement is strengthened by the data of obervation in the 2nd grade teaching english. The challenges of characteristic diversity of students happened during warming up, presentation, practice and evaluation activity. Meanwhile, T2 stated that the challenges of characteristic diversity of students is the biggest issue during the lesson class activity. T3 as the teacher of 5th grade teaching english also explained that this challenges does happen in her class too. However, according the data observation, both teachers could handle the challenge well. It is supported by the result of data observation which shows that T1 and T3 only exeriece the challenge in practice activity. However, as the data explanation from observation and interview, it could be concluded that all the teachers have issues in students' character diversity challenge at MI Muhammadiyah Ajibarang Kulon.

Meantime, based on the second observation data carried out on learning activities at T1, it shows a slight difference. The difference lies in the emergence of difficulties in various student characters that ocured in the presentation section. In the first observation, T1 as a teaching english 2 teacher was unable to handle various children's characters when she was explaining the material. Characters such as children who are passive and quiet cannot be paid attention by the teacher. However, in the second observation, T1 was able to improve his supervision of various children's characters in the presentation section. for the rest, the data did not show any differences, T1 still experienced difficulties in handling various children's characters in the warming up, practice and presentation sections.

The second observation made at T2 regarding the challenges of various student characteristics also had differences. The difference was that during the first observation, T2 as an English 4th grade teacher experienced difficulties in dealing with various children's characters when entering the practice section. However, in the second observation, T2 can overcome this challenge. The teacher can direct, control and reach various children's characters.

In line with the data presented from T2. The second observation carried out at T3 also had differences similar to those that occurred at T2. In the first observation, T3 experienced difficulty in dealing with the characters of the students in the practice section. However, in the second observation, various children's characters could be overcome and the class could run conductively.

So it can be concluded that in this second observation, all teachers had better data than the results of the first observation data. T2 and T3 did not experience challenges regarding various children's characters in the second observation. Meanwhile, T1, although he still experienced challenges in the warming up, practice and evaluation sections, was able to overcome the challenges that arose in the presentation section, where these challenges arose in previous observations.

5. Challenge of teacher's ability and skill in English language

In teaching English, of course, the ability to speak English language in a teacher is important. Based on Brisk and Proctor (2012) assumed that one of the general challenges that could be found during lesson activity is the demanding of teacher's competency of English ability and skill. Surprisingly, based on the observation result, the data showed that all the teachers have no issue with their ability in English language during class lesson activity. It is supported with the statement from the interviews with the teachers as follows :

T1 : "Thank God, because of my basics, before coming here I taught at a course. So in my opinion, I already have sufficient abilities because the people I teach are elementary school children and because the course I taught at previously taught students from kindergarten to university students, so to bring it here, I think it's enough including how to make the activity for the class."

T2 : "Maybe my English language skills are enough because they still use simple language and it's not too difficult to teach"

T3 : “no, I don’t think have challenge with my english ability in teaching teaching english”

Based on the interview data, all the teachers claimed that they have no challenge in english language ability challenge during teaching teaching english. T1 as the teacher from 2nd grade teaching english stated that since her experience in teaching course and her basic education is english, she claimed no issue with the challenge. T2 as the teacher of 4th grade teaching english said that her english skill and ability is enough to use during teaching teaching english because teaching 4th grade teaching english only require simple language. T3 by simple answer also said that she has no challenge with her ability of english language during teaching. From the data of observation and interview, it could be concluded that teachers of teaching english at MI Muhammadiyah Ajibarang Kulon do not have challenge with this challenge.

Meanwhile, based on the second observation carried out, it showed that there was no change in all teachers in dealing with the challenge of their english skills. Teachers' english language skills are a big challenge that can damage teaching englishroom learning. However, in the first observation carried out, all teachers had no challenges in their english skills, both T1, T2 and T3. All teachers have adequate english language skills in teaching. In the second observation, this challenge did not occur. Therefore, it can be ascertained that the challenge of teachers' english language skills is not a challenge for them.

6. Challenge in making class activity

The final challenges that exist during lesson class activity is making class activity challenge. D. Oktavia et al (2022) explained that the characteristic of the young learners that tend to be bored during the lesson class activity becomes one of the challenge that faced by the teachers. Therefore, it could be efficient to use games, sing a song, a lot of practices, and memorizing as the strategies to teach them. Related with it, the observation had been done at MI Muhammadiyah Ajibarang Purwokerto and the result showed that all the teachers only experienced this challenge during the presentation and practice activity. According the observation, all the teachers only present the material monotonously in front of the class or it could mean that there is no creativity in delivering material that involves

games, songs, practicing and memorizing activities. In fact, during observations, the three teachers had carried out simple exercises but it still made the students feel bored. This is because it does not involve the other three strategies, namely games, songs and memorizing.

T1 : “yeah, for the using of games sometimes I use it when the students is bored. For the using of song, I rarely use it in every material because there is no speaker here, I just use it when the material is matched. In giving a lot of practices and memorizing I also rarely use it because I think it can make the students feel stress”

T2 : “when my students are bored sometimes I give some a simple game to entertain them. In using song I just use it when the material is suitable with it. In givig practices and memorizing I just use it adjust to the situation and look at the time”

T3 : “I rarely using games because I think 5th grade teaching english is not a child anymore, well, maybe I just use it based on the situation. While song I use it when the material is supported. In giving practices and memorizing I use it based on the guidebook”

Based on the interview, it showed that the three teachers have the similar statement. First, They are using games when the condition of the students is being bored. T1 explained that she sometimes used games when the students looked bored as well as T2 and also T3 that claimed they used games based on the situation of the students. Next is the using of the song, based on the interview, T1 said that she rarely used song because there is no speaker facility in the class that she used song when the material of the lesson is matched. This statement is similar with T2 and T3 for the using of the song. Then, the using of a lot practices and memorizing, T1 claimed that she rarely gives a lot of practices and memorizing during class lesson to avoid students' stress. T2 and T3 also similar with it, they rarely use a lot of practices and memorizing activity. They used based on the guided book.

Meanwhile, based on the second observation data carried out, it was discovered that T1 as a teacher in creating teaching english 2 activities had different results from previous observations. In previous observations, T1 did not create class activities combined with games and singing. However, in the second observation, T1 was able to present activities based on games with his students. This activity was included in the lesson plan that T1 used when the second observation took place. The teacher and students sing the song “head-shoudler-knees-and-toes”

Figure 9 The teacher and students sing the song and practicing



Therefore, the data in this second observation can be data that supports the statement in the interview with T1. In the interview T1 explained that he sometimes plays games and sings, although not in every learning activity. However, the data obtained from T2 and T3 did not differ. In the second observation, T2 as a teacher from teaching English 4 still did not combine learning with games and singing songs. The challenge still occurs in the same activity, namely the presentation activity. This also happened to T3 as an English 5th grade teacher. During the second observation, learning in grade 5 still did not combine games and singing songs as in the previous observation.

C. Post-lesson challenge

1. Challenge in evaluation or assessment

Post-lesson challenge means the challenge that needs to be faced by the teacher including assessment or evaluation. In this case, the challenge in assessment students' ability in their English skill that is faced by the teachers in teaching English at MI Muhammadiyah Ajibarang Kulon needs to cover the whole basic skill of language especially English such as reading, writing, speaking and listening. Luh Putu (2014) stated that in evaluation or giving assessment, teachers usually only focus on making students understand English and how to speak, not linking the whole elements of language (reading, writing, speaking, and listening). In line with that, Kathryn Lindholm (2012) claimed that in giving assessment, teachers also need to give

achievement such a prize to the students to make motivation in their process learning in teaching english. This section only provides data from the interview with the three teachers as source person because it does not allow conducting field observation research on teachers after classroom learning. The teacher was asked regarding their challenge in assess students' quality skill in english ability. Furthermore, during the interview also contain in-depth questions about the teacher assessment of giving reward for the students. The transcription data is as follows :

T1 : "In assessing the english abilities of special children, there are no difficulties because we have reports that use descriptions, so there is a description for each child's ability in speaking or listening"

T1 : "Not yet, it is more like... For example, if they do something more in class, I just like giving applause for them, I haven't yet, for example, reward"

T2 : "to assess the english ability of the children I think there is no challenge, we have score and descriptions in raports that covers all the english basic skill.. in giving achivement like a prize I just do it sometimes"

T3 : "I think there is no challenge in assessing students' english ability for me because the curriculum itself easy to assess... .for giving achivement as a prize like that I have not done it, I just give my students additional score when they are active""

Based on the interview, it could be known that the teachers has no challenge in assessing students' english ability. All the teachers have similar claimed that in the assessment raport already provides score and descriptions each basic skill of english. In giving achivement case, T1 just give applause when the students are active, T2 sometimes give a prize as a gift for the students when they could answer the questions, while T3 just give additional score for the students. Therefore, it could be concluded that all the english teachers at MI Muhammadiyah Ajibarang Kulon did not have challenge in assessing and evaluation challenge after class activity lesson.

The present study shares certain similarities and significance with prior studies that was utilised. Discussing the challenges of teaching English in the classroom and utilizing the qualitative method are the commonalities. While there are differences, the first study examines teachers' perceptions and is carried out in junior high schools. The Islamic boarding school served as the site of the second study. The third study focuses on the difficulties in teaching English, particularly in

the area of writing. The topics of the fourth and fifth studies, which are worldwide studies on teaching English, are similar to mine in that they address the problem of teaching English abroad. Teaching difficulties in Turkey and Poland were covered in the first study, and teaching difficulties in South Korea were covered in the second.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter presents the explanation or the final result based on previously analysis description of this research. In this chapter also presents limitation of the study and suggestions from this research that could be used for the future.

A. CONCLUSION

According to the observations and data from the interview it could be established that challenges in teaching english at MI Muhammadiyah Ajibarang Kulon showed two points. The first point is all the english teachers had challenge on teaching challenges at MI Muhammadiyah Ajibarang Kulon. The challenges came mostly from lesson class activity such as challenge in developing material, developing four basic element of language, domination of one language, students character diversity, teacher ability in bilingual language and challenge in making class activity. Meanwhile, the challenge from pre-lesson class activity such complexity of the curriculum, gaining material lesson and post lesson activity such challenge in scoring or evaluation, the teachers did not have any challenge related with them. Furthermore, according to the second observation, the challenge that happened to the teacher could be changed based on the lesson plan which was used for the lesson activity.

The second point is T1 as the teacher from the 2nd grade teaching english had the most challenges in this research. Total there is 12 issues that occurred during T1's lesson class activity. Meanwhile, T2 as the teacher from 4th grade teaching english had only 8 issues. In addition, T3 as the teacher from 5th grade teaching english had the fewest issues which only 6 issues. Based on the data, it also could be concluded that the younger the class level of students, the more challenges they face.

Overall, it could be determined the challenges in implementing teaching english are exist and occurred. However, the challenges that faced by the teachers only happened during lesson class activity. While the pre-lesson and post lesson challenges such as the complexity of curriculum, gaining source material, and evaluation or assessment could be handled by the teachers.

B. LIMITATION OF THE STUDY

Based on the collected data, this research is limited by several limitations regarding challenges in teaching teaching english at MI Muhammadiyah Ajibarang Kulon.

1. The research did not take any picture or documentation from the first observation.
2. the observation was only conducted to observe the challenges in lesson class activity, while the data of pre-lesson and post lesson only gained via interview.

C. SUGGESTION

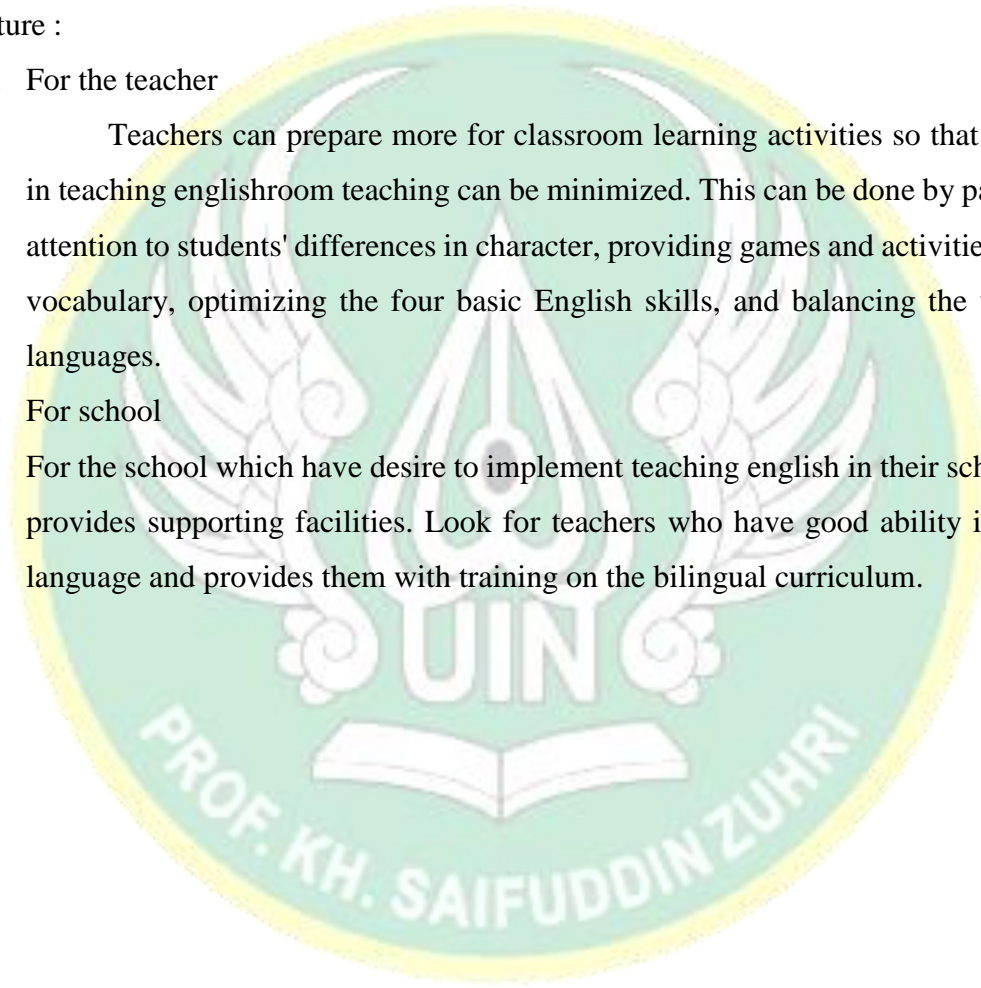
Based on this research, there are suggestions that can be used as benefits in the future :

1. For the teacher

Teachers can prepare more for classroom learning activities so that challenges in teaching englishroom teaching can be minimized. This can be done by paying more attention to students' differences in character, providing games and activities related to vocabulary, optimizing the four basic English skills, and balancing the use of two languages.

2. For school

For the school which have desire to implement teaching english in their school should provides supporting facilities. Look for teachers who have good ability in bilingual language and provides them with training on the bilingual curriculum.



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APPENDICES

APPENDICES

APPENDIX 1

LESSON PLAN

Lesson plan Starter unit

Subject : English

Lesson : Colours

Grade/term : Bilingual class 2/two

Time allocation: 105 minutes

Lesson objectives:		Language focus:		
<ul style="list-style-type: none"> ➤ Listening: school objects and colours ➤ Speaking: Describing school objects with focus on colours ➤ Reading: name of the colours and school objects. ➤ Writing: describing things in written words 		<ul style="list-style-type: none"> ➤ Vocabulary: The alphabet, numbers chart, colours ➤ What colour is this? It's, What's your favourite colour? ➤ TPR instruction: put away, keep, take out 		
Phase	Learners activities	Materials	Resources	Durations
Warm up Greetings, review previous lessons: the alphabet, the numbers and names	Teacher greets students and they give respond. Then students greets each other, get the students to sing ABC song and counting song with different version „ten little Indians“ Then get students' attention that they are going to have new lessons	Audio	CGE audio 1	15 minutes
Introduction Focus on new lessons: colours and describing things	Students are introduced to a new lesson about colours. Ask some students if they know some of the colours.			10 minutes
Presentation Name colours Describe colours	Teacher shows some colourful things can be found around the classroom. And asks students the colours if the items. Then explain the name of the colours with students repeat the words. Teacher explains how to describe things with colour as the main focus. „Ex: It's a red bag.“ Get students to repeat after the teacher. Teacher writes the examples on the board.	ABC chart Number chart Things in the classroom	CGE LB 1	30 minutes

Practice Name and describe colours observation	Students practice together or individually tell and identify the name of the colours. Ask students to find some things in the classrooms that have colours that teacher mentions. <i>„Ex: Please, find something blue!“</i> Students observe the class by asking <i>„What’s your favourite colour?“</i> Write the name of colours in students’ notebooks.	Things in the classroom Observation hand in activity	Worksheets	30 minutes
Evaluation	Students tell their own favourite colours of things or describe their school stuffs.	Verbal		15 minutes
Follow up activities	Homework	worksheets		10 minutes

Lesson plan Starter unit
 Subject : English
 Lesson : The number chart
 Grade/term : Bilingual class 4/four
 Time allocation: 105 minutes

Lesson objectives:

- > **Listening:** Learn in counting number 50 -100
- > **Speaking:** Mention the results of the calculations, count items, tell how many things is
- > **Reading:** numbers 50 - 100
- > **Writing:** numbers 50 - 100

Language focus:

- > Numbers, equal, plus, minus
 - > **Vocabulary:** things in the classroom,
 - > **Question phrases:** How many ? equal....?
- TPR instruction: count, show me....

Phase	Learners activities	Materials	Resource	Duration
Warm up Greeting and review previous lessons	Greet students and ask about previous lessons. Ask them to tell their names and how to spell them. Give some instructions to the class to get ready for new lessons. To liven up the class, teacher teaches a new song about numbers.	Verbal		5 minutes
Introduction Focus on new materials numbers 50 - 100	Explain to students that they are going to learn about numbers. As a prompt, get students to count from 50 - 100 and get their attention to the new lesson.	Numbers cards	Flash cards	5 minutes
Presentation A song A number chart School objects	Students look at page 8. Together, count the item in each row of the number with the Teacher starting from number 50. Teacher explain how to read and write the number. Teacher presents the addition and subtraction operations of numbers. Using questions how many....? equal....?		CGE LB 1	30 minutes

<p>Practice</p> <p>Counting items and simple mathematics operations</p>	<p>Students count numbers together. Then, each student counts numbers 50 - 100 individually. Teacher ask students to count items in the picture</p> <p>Then teacher makes exercise of addition and subtraction operations of numbers</p>	<p>Number charts</p> <p>Pictures of items around us</p>	<p>CGE LB 1</p>	<p>30 minutes</p>
<p>Evaluation</p>	<p>Students do the worksheet</p>	<p>Worksheets</p>	<p>Hand in activity</p>	<p>30 minutes</p>
<p>Follow up activity</p>	<p>Count things from the lesson book</p>	<p>verbal</p>		<p>5 minutes</p>

Lesson plan Starter unit

Subject : English

Lesson : Shopping

Grade/term : Bilingual class four/4

Time allocation: 105 minutes

Lesson objectives:		Language focus:		
<ul style="list-style-type: none"> ➤ Listening: Dialogue of buyer and chasier ➤ Speaking: how to ask price and buy something ➤ Reading: dialog how to buy something in the store ➤ Writing: create simple conversation about shopping in the store between buyer and cashier 		<ul style="list-style-type: none"> ➤ Asking price, answer the question ➤ Vocabulary: things in the shop ➤ Question phrases: May I help you? How many How Much..? <p>TPR instruction: count, show me....</p>		
Phase	Learners activities	Materials	Resource	Duration
<p><u>Warm up</u></p> <p>Greeting and review previous lessons</p>	<p>Greet students and ask about previous lessons. Ask them to tell their names and how to spell them. Give some instructions to the class to get ready for new lessons. To liven up the class, teacher teaches a new song about numbers.</p>	<p>Verbal</p>		<p>5 minutes</p>
<p><u>Introduction</u></p> <p>Focus on new materials how to buy something in the store</p>	<p>Explain to students that they are going to learn about shopping. As a introduction, get students to mention things in the store with a teacher guidance and get their attention to the new lesson.</p>	<p>Things in the store picture</p>	<p>CGE LB 1</p>	<p>5 minutes</p>

<p>Presentation A song A number chart School objects</p>	<p>Students look at page 8. Pronounce together things that could be bought in the store together such as food, noodles, eggs, milk, soap, etc with the teacher, then repeat it by students themselves. After that, at the page 9 students read the expression sentence to greet buyer, serve buyer, and asking the price. Using question "may I help you? How much? How many?" Next, students read the example dialog of buyer and cashier</p>		CGE LB 2	30 minutes
<p>Practice <u>Counting</u> <u>Singing</u> <u>Game</u> <u>Writing</u></p>	<p>Teacher ask the students with their partner to make the dialog about buyer and cashier about how to buy something in the store and then present the result in front of the teacher</p>		CGE LB 2	30 minutes
<p>Evaluation</p>	<p>Students fill the questions of the dialog about buying something in the store in the worksheet given</p>	Worksheets	Hand in activity	30 minutes
<p>Follow up activity</p>	<p>homework</p>	verbal		5 minutes

Lesson plan Starter unit

Subject : English
Lesson : Daily activity
Grade/term : Bilingual class 5/five
Time allocation: 105 minutes

<p>Lesson objectives:</p> <ul style="list-style-type: none"> ➤ Listening: Daily activity ➤ Speaking: Telling daily activity ➤ Reading: Name kind of daily activity at home, ➤ Writing: translate daily activity on Sunday, Grammar "to be + used to" 	<p>Language focus:</p> <ul style="list-style-type: none"> ➤ Used to, conjunction, daily activities ➤ Vocabulary: I'm used to, after, before, finally, <p>TPR instruction: stand up, sit down, raise your hand, open your book, close your book</p>
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Phase	Learners activities	Materials	Resource	Duration
<p><u>Warm up</u></p> <p>Transition into learning environment. Review of previous lesson, checking for comprehension and retention.</p>	<p>Greet the students and students greet teacher as well as their classmates. Say hello to the boys and wave to the boys. Say hello to the girls and wave to the girls. Asking them about previous material. Students mention example of legendary story of Indonesia</p>	Verbal		10 minutes
<p><u>Introduction</u></p> <p>Focus students to material they are going to learn: the alphabet and its sound.</p>	<p>Introduce to a new material and explain that they are going to learn my daily activities. Teacher explained what activities in daily life means Teacher ask students to tell what they do in their daily life</p>		CGE LB 1	10 minutes
<p><u>Practice</u></p> <p><u>Q and A about the alphabet</u> <u>Ordering the alphabet from A - J</u> <u>to begin with</u> <u>Game: guess the letter</u> <u>Match letters</u></p>	<p>Teacher ask students to analyze the use of conjunction and grammar "used to + verb 1" from the text and then together translate the text with the teacher</p>	verbal		25 minutes

<u>Evaluation</u> <u>Answering questions</u> <u>in worksheet</u>	Students answer some questions in worksheet about daily activities and the use of grammar "used to + verb 1"			20 minutes
<u>Follow up activity</u>	Creating story about their daily activities at home			10 minutes

Lesson plan Starter unit

Subject : English

Lesson : Greeting and introduction

Grade/term : Bilingual class 5/five

Time allocation: 105 minutes

Phase	Learners activities	Materials	Resource	Duration
Lesson objectives: <ul style="list-style-type: none"> ➤ Listening: Learn greeting song and chant ➤ Speaking: Say hello, Say good morning/afternoon/evening and good bye Greet and respond, say names, ask and answer names ➤ Reading: good morning/afternoon/evening Time of the day ➤ Writing: good morning/afternoon/evening Time of the day 		Language focus: <ul style="list-style-type: none"> ➤ Vocabulary: greetings: hello, children, boys, girls, teachers, good morning/afternoon/evening and good bye, time of the day: in the morning/afternoon/evening/at night ➤ TPR instruction: stand up, sit down, rise your hand, open your book, close your book 		
<u>Warm up activities</u> Clap and chant the Welcome chant to a beat or sing the words to a familiar tune. Sing greeting song 'Hello friends.'	Before class, teacher introduces her/himself in front of class in English and in the mother tongue. Then ask the students to respond teacher's question about teacher's personal information in English or in their mother tongue. With the teacher guidance in mother tongue, then translate it to English. Students will then repeat after the teacher. Students clap and chant as teacher welcome students to the classroom, or sing the words to a familiar tune.	Audio Song : <i>Hello friends, hello how are you 2x</i> <i>Fine thanks, it's good to see you, Fine thanks, it's a beautiful day.</i>	CGE learner's book 1	20 minutes
<u>Introduction</u> Focus students' attention to new materials. Explain what you plan to do during the session and why the new material is important	Students are introduced to new languages. Ask some questions and let the students who have known some English words to respond. Explain to class that they are going to use English to communicate in class with their classmates as well as teachers	verbal		10 minutes

<p>Presentation</p> <p>Introduction of new information: Greetings, introduction, giving instructions and tell names, by a variety of strategies; visuals, descriptions, explanation, or written text. Teacher checks for student comprehension through new vocabulary and pronunciation.</p>	<p>Teacher tells students how to greet in English depending on the time of the day, „Good morning“. Students repeat after teacher. Teacher tells how to respond in return. Then, students repeat after teacher.</p> <p>Students learn how to introduce themselves by telling their names.</p> <p>Students learn how to ask and respond to question about their names.</p> <p>„What's your name? My name is“</p> <p>Students learn classroom languages.</p> <p>Teacher writes the expressions on the board.</p>		<p>CGE audio CGE LB 1</p>	<p>30 minutes</p>
<p>Practice</p> <p>Opportunities to practice the new knowledge are provided. Teacher monitors progress and provides feedback.</p>	<p>Students stand up and walk around to greet each other, tell their names and ask their classmate names as well as respond to their classmates" questions with teacher"s guidance.</p> <p>Students read the expressions written on the board and write them down in their notebooks.</p>		<p>Picture worksheet</p>	<p>30 minutes</p>
<p>Evaluation</p> <p>Opportunities to practice the new knowledge are provided. Tutor monitors progress and provides feedback.</p>	<p>Ask some students weather they have memorised their classmates" names and tell to the class.</p>			<p>5 minutes</p>
<p>Follow up Activity</p> <p>Students apply new knowledge to their own lives or a new situation.</p>	<p>Students tell names of their family members</p>	<p>Verbal</p>		<p>10 minutes</p>

Lesson plan Starter unit

Subject : English
Lesson : Parts of body
Grade/term : Bilingual class 2/two
Time allocation: 105 minutes

<p>Lesson objectives:</p> <ul style="list-style-type: none"> ➤ Listening: Head-Shoulder-Knees-and-Toes song ➤ Speaking: Repeat parts of the body, sing Head-Shoulder-Knees-and-Toes song. Mention parts of the body. ➤ Reading: Parts of the body and their function ➤ Writing: Mention parts of the body based on the function 	<p>Language focus:</p> <ul style="list-style-type: none"> ➤ Vocabulary: greetings: hello, children, boys, girls, teachers, good morning/afternoon/evening and good bye, time of the day: in the morning/afternoon/evening/at night ➤ TPR instruction: stand up, sit down, show me, open your book, close your book
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Phase	Learners activities	Materials	Resource	Duration
<p><u>Warm up activities</u></p> <p>Transition into learning environment. Review of previous lesson, checking for comprehension and retention.</p>	<p>Greet the students and students greet teacher as well as their classmates.</p> <p>Clap, chant and sing a familiar song. Say hello to the boys and wave to the boys. Say hello to the girls and wave to the girls</p>	<p>verbal</p>	<p>CGE learner's book 1</p>	<p>10 minutes</p>
<p><u>Introduction</u></p> <p>Focus students' attention to new materials. Explain what you plan to do during the session and why the new material is important</p>	<p>Students are introduced to new languages.</p> <p>Introduce to a new material and explain that they are going to learn daily activities.</p> <p>Ask students what daily activity is and what they do in their daily life then wait the responds from them</p>	<p>verbal</p>		<p>10 minutes</p>

<p>Presentation</p> <p>Teacher presents the picture chart of the body and ask students to sing a song entitled "Head-Shoulder-Knees-and-Toes song" together, mention and pronounces together about part of the body and then explained the function of each body to students</p>	<p>Teacher aks students to sing a song "Head-Shoulder-Knees-and-Toes song" together after that students mention parts of the body from the song using picture chart. Teacher pronounces the vocabularies of the body and then students repeat it. Teacher explained the function of each part of the body. Teacher ask the students to play a game song together about parts of the body</p>	<p>Audio</p>	<p>CGE audio CGE LB 1</p>	<p>40 minutes</p>
<p>Practice</p> <p>Opportunities to practice the new knowledge are provided. Teacher monitors progress and provides feedback.</p>	<p>Teacher stand in front of the class and ask the students Which part of the body functions to do this by teacher's guidance. Teacher speak the function of the body to students with demonstrating it. Students read the expressions written on the board and write them down in their notebooks.</p>		<p>visual</p>	<p>20 minutes</p>
<p>Evaluation</p> <p>Opportunities to practice the new knowledge are provided. Tutor monitors progress and provides feedback.</p>	<p>Students do worksheet about matching the function of part of the body</p>			<p>15 minutes</p>
<p>Follow up Activity</p> <p>Students apply new knowledge to their own lives or a new situation.</p>	<p>Students tell names of their Bodies by teacher guidance in front of the class</p>	<p>Verbal</p>		<p>10 minutes</p>

APPENDIX 2

DATA VALIDATION SHEET

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini :

Nama : Irra Wahidiyati, M.Pd

NIDN : 198811302019082001

Telah meneliti dan memeriksa instrumen penelitian yang berjudul "Challenges in Teaching Bilingual Class Implementation in MI Muhammadiyah Ajibarang Kulon Banyumas Regency" yang dibuat oleh :

Nama Mahasiswa : Ageng Tirtayasa

NIM : 1917404032

Program Studi : Tadris Bahasa Inggris

Berdasarkan hasil pemeriksaan, menyatakan bahwa instrumen tersebut valid dan dapat digunakan dalam penelitian. Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk digunakan sebagaimana mestinya.

Purwokerto, 20 Februrari 2024

Penguji instrumen



Irra Wahidiyati, M.Pd

NIP. 198811302019082001

APPENDIX 3

CERTIFICATE OF HAVING CONDUCTED RESEARCH



PIMPINAN CABANG MUHAMMADIYAH AJIBARANG
MAJELIS PENDIDIKAN DASAR DAN MENENGAH DAN PNF
MADRASAH IBTIDAIYAH MUHAMMADIYAH AJIBARANG KULON
NSM : 111233020085 NPSN : 60710324
Alamat : Jln Pandansari No.881 Ajibarang Kulon Telp (0281) 571671
Email : mimajibarangkulon@gmail.com HP: 085102688816 / 08986624851

SURAT KETERANGAN Nomor : 096/MIM.AJB/V/2024

Yang bertanda tangan dibawah ini :

Nama : WELAS RARASATI, M.Pd.
NIP : 19730327 200710 2 001
Jabatan : Kepala Madrasah
Nama Sekolah : MI Muhammadiyah Ajibarang Kulon
Alamat : Jl Pandansari No 881 Ajibarang Kulon
Dengan ini menerangkan bahwa mahasiswa dibawah ini :

Nama : **AGENG TIRTAYASA**
NIM : 1917404032
Prodi : Tadris Bahasa Inggris
Jenjang : S1

Benar-benar telah selesai melaksanakan penelitian untuk skripsi di MI Muhammadiyah Ajibarang Kulon Banyumas pada tanggal 14 Februari 2024 s/d 10 Mei 2024 guna melengkapi data pada penyusunan skripsi yang berjudul berikut : "CHALLENGES IN TEACHING BILINGUAL CLASS AT MI MUHAMMADIYAH AJIBARANG KULON, BANYUMAS REGENCY"

Demikian surat keterangan ini dibuat dengan sebenarnya, kemudian untuk dapat digunakan sebagaimana mestinya

Ajibarang, 29 Mei 2024

Kepala Madrasah



WELAS RARASATI, M.Pd.
NIP.19730327 200710 2 001

APPENDIX 4

FIELD NOTE

FIELD NOTE

Phase	Class activity	challenge					
		Challenge in developing new standard material development	Challenge of optimization all element english potential (reading, writing, speaking, listening)	Challenge of domination one language that used from the students	Challenge in diversity characteristic of students	Challenges of teacher's ability and skill in bilingual language	Challenges in making class activity
Warming up	Transition into learning environment. Review of previous lesson, checking for comprehension and retention.						
Introduction	Introduce the new material and Focusing students to material they are going to learn						
Presentation	Teacher present the material and ask the student to join						
Practice	Opportunities to practice the material, teacher monitors progress and provides feedback						
Evaluation	Testing the understanding of the students with worksheet activity and etc						
Follow up activity	The opportunities to give another activity after learning class, it can be homework and etc						

APPENDIX 5

FIELD NOTE RESULT

Ami
59 Bilingual

Field note observation

Phase	Class activity	challenge					
		Challenge in developing new standard material development	Challenge of optimalization all element english potential (reading, writing, speaking, listening)	Challenge of domination one language that used from the students	Challenge in diversity characteristic of students	Challenges of teacher's ability and skill in bilingual language	Challenges in making class activity
Warming up	Transition into learning environment. Review of previous lesson, checking for comprehension and retention.						
Introduction	Introduce the new material and Focusing students to material they are going to learn						✓
Presentation	Teacher present the material and ask the student to join	✓					
Practice	Opportunities to practice the material, teacher monitors progress and provides feedback		✓	✓	✓		
Evaluation	Testing the understanding of the students with worksheet activity and etc		✓	✓			
Follow up activity	The opportunities to give another activity after learning class, it can be homework and etc						

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Field note observation

Phase	Class activity	challenge					
		Challenge in developing new standard material development	Challenge of optimization all element english potential (reading, writing, speaking, listening)	Challenge of domination one language that used from the students	Challenge in diversity characteristic of students	Challenges of teacher's ability and skill in bilingual language	Challenges in making class activity
Warming up	Transition into learning environment. Review of previous lesson, checking for comprehension and retention.						
Introduction	Introduce the new material and Focusing students to material they are going to learn						
Presentation	Teacher present the material and ask the student to join	✓					✓
Practice	Opportunities to practice the material, teacher monitors progress and provides feedback		✓	✓			
Evaluation	Testing the understanding of the students with worksheet activity and etc		✓				
Follow up activity	The opportunities to give another activity after learning class, it can be homework and etc						

~~A. Siti~~
2 bilingual

Field note observation

Phase	Class activity	challenge					
		Challenge in developing new standard material development	Challenge of optimization all element english potential (reading, writing, speaking, listening)	Challenge of domination one language that used from the students	Challenge in diversity characteristic of students	Challenges of teacher's ability and skill in bilingual language	Challenges in making class activity
Warming up	Transition into learning environment. Review of previous lesson, checking for comprehension and retention.				✓		
Introduction	Introduce the new material and Focusing students to material they are going to learn			✓			
Presentation	Teacher present the material and ask the student to join				✓		✓
Practice	Opportunities to practice the material, teacher monitors progress and provides feedback		✓	✓	✓		
Evaluation	Testing the understanding of the students with worksheet activity and etc		✓	✓	✓		
Follow up activity	The opportunities to give another activity after learning class, it can be homework and etc			✓			

observasi 2

Field note observation

Phase	Class activity	challenge					
		Challenge in developing new standard material development	Challenge of optimization all element english potential (reading, writing, speaking, listening)	Challenge of domination one language that used from the students	Challenge in diversity characteristic of students	Challenges of teacher's ability and skill in bilingual language	Challenges in making class activity
Warming up	Transition into learning environment. Review of previous lesson, checking for comprehension and retention.				✓		
Introduction	Introduce the new material and Focusing students to material they are going to learn			✓			
Presentation	Teacher present the material and ask the student to join						
Practice	Opportunities to practice the material, teacher monitors progress and provides feedback			✓	✓		
Evaluation	Testing the understanding of the students with worksheet activity and etc			✓	✓		
Follow up activity	The opportunities to give another activity after learning class, it can be homework and etc			✓			

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Field note observation

Phase	Class activity	challenge					
		Challenge in developing new standard material development	Challenge of optimalization all element english potential (reading, writing, speaking, listening)	Challenge of domination one language that used from the students	Challenge in diversity characteristic of students	Challenges of teacher's ability and skill in bilingual language	Challenges in making class activity
Warming up	Transition into learning environment. Review of previous lesson, checking for comprehension and retention.						
Introduction	Introduce the new material and Focusing students to material they are going to learn						
Presentation	Teacher present the material and ask the student to join	✓					✓
Practice	Opportunities to practice the material, teacher monitors progress and provides feedback		✓		✓		
Evaluation	Testing the understanding of the students with worksheet activity and etc		✓	✓			
Follow up activity	The opportunities to give another activity after learning class, it can be homework and etc						

Field note observation

Phase	Class activity	challenge					
		Challenge in developing new standard material development	Challenge of optimization all element english potential (reading, writing, speaking, listening)	Challenge of domination one language that used from the students	Challenge in diversity characteristic of students	Challenges of teacher's ability and skill in bilingual language	Challenges in making class activity
Warming up	Transition into learning environment. Review of previous lesson, checking for comprehension and retention.						
Introduction	Introduce the new material and Focusing students to material they are going to learn						
Presentation	Teacher present the material and ask the student to join		✓	✓			✓
Practice	Opportunities to practice the material, teacher monitors progress and provides feedback		✓				
Evaluation	Testing the understanding of the students with worksheet activity and etc		✓				
Follow up activity	The opportunities to give another activity after learning class, it can be homework and etc						

APPENDIX 6

INTERVIEW GUIDELINE

1. Kurikulum apa yang Anda gunakan dalam melaksanakan pembelajaran kelas bilingual?
2. Apakah Anda mengalami kesulitan dalam memahami dan melaksanakan kurikulum yang dipakai?
3. Apakah anda mengalami kesulitan dalam mencari sumber materi pembelajaran seperti buku paket dan LKS?
4. Apakah anda mengalami kesulitan dalam mengembangkan standar baru pengembangan materi yang berbasis vocabulary dalam pembelajaran?
5. Apakah anda mengalami kesulitan dalam mengembangkan ke empat elemen (reading, writing, listening, speaking) dalam kelas bilingual?
6. Apakah anda mengalami kesulitan terhadap siswa yang sering dominan menggunakan satu bahasa saja dalam pembelajaran?
7. Apakah anda mengalami kesulitan menghadapi beragam karakter anak di kelas bilingual?
8. Apakah anda mengalami masalah dalam mengajar yang berkaitan dengan kemampuan berbahasa bilingual?
9. Apakah anda menggunakan metode game, latihan/kuis, bernyanyi dalam pembelajaran saat anak bosan?
10. Apakah ada penilaian khusus untuk kemampuan bilingual anak yang meliputi keseluruhan skill dan pemberian reward di dalamnya?

APPENDIX 7

INTERVIEW TRANSCRIPT

1. Kurikulum apa yang Anda gunakan dalam melaksanakan pembelajaran kelas bilingual?
Mrs S : Sekarang kita memakai kurikulum cambridge yang disesuaikan dengan kebutuhan kita,
Ms A : Kurikulum yang kita pakai diadopsi dari universitas Cambridge
Mrs AS : Kita menggunakan Cambridge sebagai kurikulum pembelajaran
2. Apakah Anda mengalami kesulitan dalam memahami dan melaksanakan kurikulum yang dipakai?
Mrs S : Tidak, karena kurikulum Cambridge sangat fleksibel sehingga bisa kita sesuaikan dengan kebutuhan kita (kurikulum nasional). Tidak harus semua aktivitas seperti yang dituangkan dalam kurikulum Cambridge, kita bisa mengintegrasikannya
Ms A : Sejauh ini belum karena cukup mudah dan hampir sama dengan kurikulum saat ini
Mrs AS : Insya Allah tidak ada kesulitan dalam menjalankan kurikulum
3. Apakah anda mengalami kesulitan dalam mencari sumber materi pembelajaran seperti buku paket dan LKS?
Mrs S : Awalnya tidak ada, tapi sekarang sudah oke karena sekarang kita sudah resmi menggunakan Cambridge dan sumbernya jelas, jadi kita tinggal pesan saja.
Ms A : Ya, saya tidak mengalami pengalaman sulit karena kami bergabung dalam grup asosiasi pengajar bilingual melalui Whatsapp, yang mana kami saling berbagi baik metode maupun bahan referensi pengajaran melalui penelitian atau jurnal.
Mrs AS : Saya tidak pernah mengalami kesulitan dalam memperoleh materi sumber seperti LKS, buku panduan, dan bahan referensi lainnya karena pihak sekolah menyediakannya.
4. Apakah anda mengalami kesulitan dalam mengembangkan standar baru pengembangan materi yang berbasis vocabulary dalam pembelajaran?
Mrs S : Ya karena saya sudah merencanakannya seperti ini, tapi karena saya melihat kondisi anak-anak saat mengajar, saya ingin melakukan aktivitas

apapun yang saya inginkan, termasuk meningkatkan bagian kosakata. Namun terkadang saya mengubah urutan kegiatan karena melihat kondisi anak, dan terkadang untuk mengembangkan materi dan mengisi waktu yang tersisa, saya mencampurkannya dengan materi pertemuan berikutnya.

Ms A : Tentu saja kami menggunakan pengembangan kosakata dalam pembelajaran kami dan itu tidak menjadi masalah bagi saya karena pada dasarnya saya adalah seorang guru bahasa Inggris. Bagi yang bukan guru bahasa Inggris, mungkin perlu sedikit latihan dan adaptasi.

Mrs AS : tidak, saya tidak mengalami berbagai kesulitan dalam pengembangan materi yang basisnya adalah kosakata.

5. Apakah anda mengalami kesulitan dalam mengembangkan ke empat elemen (reading, writing, listening, speaking) dalam kelas bilingual?

Mrs S : Ya pasti disini karena siswa masih kurang dalam pengucapan yang baik dan yang namanya pengucapan sama saja seperti berbicara dan menulis. Nah, itulah kesulitannya bagi anak-anak. Kadang-kadang juga saya tidak melibatkan semua kegiatan yang berkaitan dengan empat keterampilan dasar bahasa inggris khususnya listening, saya melibatkan kegiatan itu dalam kegiatan pembelajaran di kelas kalau materinya mendukung.

Ms A : Oh, yang paling sulit adalah speaking karena siswanya belum terbiasa. Yah sebenarnya saya tidak ada kendala dalam penerapan aktivitas speaking, tapi kalau soal praktik,, saat interaksi kelas atau evaluasi, itu yang jadi masalah.

Mrs AS : Ya sulit karena kurangnya fasilitas. Misalnya saat listening kan harus menggunakan speaker, padahal speaker tidak disediakan di setiap kelas.

6. Apakah anda mengalami kesulitan terhadap siswa yang sering dominan menggunakan satu bahasa saja dalam pembelajaran?

Mrs S : Seringkali ya, mereka hanya menggunakan bahasa Inggris ketika ingin meminta izin ke kamar mandi atau di awal kelas ketika ingin memulai kegiatan kelas.

AVIS A : ya, selain menggunakan bahasa Indonesia mereka juga terkadang cenderung menggunakan bahasa Jawa, tetapi ketika saya meminta dan memaksa mereka untuk berbicara bahasa Inggris, mereka mencoba dengan baik.

Mrs AS : ya, ada beberapa siswa saya yang masih menggunakan bahasa ketika berinteraksi selama kegiatan pembelajaran di kelas.

7. Apakah anda mengalami kesulitan menghadapi beragam karakter anak di kelas bilingual?

Mrs S : Seperti yang terlihat di kelas, banyak sekali karakter anak yang berbeda-beda yang terkadang tidak dapat saya tangani sepanjang pembelajaran. tapi kadang menyenangkan, jadi ya, anak-anak itu berbeda, menurutku itu bukan masalah besar karena aku sudah terbiasa.”

Ms A : Ya itulah kendala terbesar yang saya alami di kelas bilingual, namun ada anak yang kadang tidak bisa mengimbangi yang lain, ada juga yang sifatnya pemalu, dan ada juga yang semangat seperti itu, kadang anak-anak memang seperti itu. memerlukan perhatian khusus.

Mrs AS : Iya susah, karakternya banyak, nggak cuma satu orang. Ada lima belas karakter berbeda. Ada yang aktif, ada pula yang tidak. ada yang kurang fokus dan ada pula yang ditengah-tengah, standar gitu.

8. Apakah anda mengalami masalah dalam mengajar yang berkaitan dengan kemampuan berbahasa bilingual?

Mrs S : Alhamdulillah karena basic saya sebelum kesini saya mengajar di suatu kursus. Jadi menurut saya, saya sudah mempunyai kemampuan yang cukup karena yang saya ajar adalah anak SD dan karena mata kuliah yang saya ajar sebelumnya mengajar siswa dari TK sampai Mahasiswa, jadi untuk membawanya kesini saya rasa sudah cukup termasuk cara membuat aktivitas untuk kelas.

Ms A : Mungkin kemampuan bahasa bilingual saya sudah cukup karena masih menggunakan bahasa yang sederhana dan tidak terlalu sulit untuk diajarkan.

Ms A : Untuk menilai kemampuan bilingual anak menurut saya tidak ada masalah, kami memiliki skor dan deskripsi dalam laporan yang mencakup semua keterampilan dasar bahasa inggris.. dalam memberikan prestasi seperti hadiah saya hanya melakukannya kadang-kadang.

Mrs AS : Saya kira tidak ada masalah dalam menilai kemampuan bilingual siswa bagi saya karena kurikulumnya sendiri mudah untuk dinilai... untuk memberikan prestasi sebagai hadiah seperti itu saya belum melakukannya, saya hanya memberikan nilai tambahan kepada siswa saya ketika mereka aktif.

APPENDIX 8

STUDENT'S TRANSCRIPT

Transkrip

Cetak



UNIVERSITAS ISLAM NEGERI PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO

Jl. A. Yani No.40A, Karanganjing, Purwanegara, Kec. Purwokerto Utara, Kab. Banyumas, JawaTengah
Website : www.uinsaizu.ac.id / Email : akademik@uinsaizu.ac.id / Telepon : (0281) 635624

TRANSKRIP SEMENTARA

Program Studi : Tadris Bahasa Inggris
NIM : 1917404032
Tempat Lahir : TEGAL
Tanggal Lahir : 23 September 2001
Jenjang Pendidikan : Strata Satu
Nama : AGENG TIRTAYASA
Tahun Masuk : 2019

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
1	INS 015	English Basics	B	3.00	2	6
2	INS 017	Al-Arabiyyah Al-Asasiyyah	B	3.00	2	6
3	INS 020	BTA dan PPI	B	3.00	0	0
4	TBI 001	Listening for Leisure	A-	3.60	2	7.2
5	TBI 002	Literal Reading	A	4.00	2	8
6	TBI 003	Speaking for Daily Communication	A-	3.60	2	7.2
7	TBI 004	Free Writing	A-	3.60	2	7.2
8	TBI 005	Basic English Grammar	B	3.00	2	6
9	TBI 014	Essay Writing	A	4.00	2	8
10	INS 001	Pendidikan Pancasila dan Kewarganegaraan	A-	3.60	3	10.8
11	INS 004	Akhlak dan Tasawuf	A	4.00	2	8
12	INS 009	Filsafat Islam	A-	3.60	2	7.2
13	INS 014	Bahasa Indonesia	A-	3.60	2	7.2
14	INS 016	English for Academic Purposes	A	4.00	2	8
15	INS 018	Al Arabiyyah At Tathbiqiyah	B+	3.30	2	6.6
16	INS 021	Aplikasi Komputer	A-	3.60	0	0
17	TBI 006	Listening for Factual Communication	A	4.00	2	8
18	TBI 007	Interpretive Reading	B	3.00	2	6
19	TBI 008	Speaking for Formal Communication	A-	3.60	2	7.2
20	TBI 009	Paragraph Writing	A	4.00	2	8
21	TBI 010	Intermediate English Grammar	B	3.00	2	6
22	TBI 011	Listening for Critical Thinking	A	4.00	2	8
23	TBI 012	Critical Reading	A-	3.60	2	7.2
24	TBI 013	Speaking for Academic Purposes	A	4.00	2	8
25	TBI 015	Advanced English Grammar	A	4.00	2	8
26	TIK 003	Ilmu Pendidikan Islam	A-	3.60	2	7.2
27	INS 007	Islamic Building	A	4.00	2	8
28	INS 008	Ushul Fiqh	A	4.00	2	8
29	INS 010	Filsafat Ilmu	A-	3.60	2	7.2
30	TBI 016	Public Speaking	A-	3.60	2	7.2
31	TBI 017	Academic Writing	A	4.00	2	8
32	TBI 018	Complex English Grammar	A	4.00	1	4
33	TBI 030	Curriculum and Learning Model Observation	A	4.00	1	4
34	TBI 031	Learning System and Class Management Observation	A	4.00	1	4
35	TBI P35	English for Young Learners	A-	3.60	2	7.2
36	TIK 009	Sosiologi Pendidikan	A	4.00	2	8
37	TIK 010	Psikologi Pendidikan	A	4.00	2	8
38	TIK 011	Psikologi Perkembangan Peserta Didik	A-	3.60	2	7.2
39	TIK 019	Statistika Pendidikan	A-	3.60	2	7.2
40	INS 006	Ulumul Hadits	A	4.00	2	8
41	INS 013	Sejarah Kebudayaan Islam	A-	3.60	2	7.2
42	TBI 019	English Syntaxes	B-	2.60	2	5.2
43	TBI 020	Semantics	A	4.00	2	8
44	TBI 021	Introduction to Linguistics	A	4.00	2	8
45	TBI 022	English Phonology	B+	3.30	2	6.6
46	TBI 023	English - Indonesian Translation	A	4.00	2	8
47	TBI P36	Classroom Action Research	B+	3.30	2	6.6
48	TIK 013	Bimbingan dan Konseling	A	4.00	2	8
49	TBI 024	Morphology	A-	3.60	2	7.2
50	TBI 025	Developing Material Design for English	B+	3.30	2	6.6
51	TBI 026	Teaching English as Foreign Language	A	4.00	2	8
52	TBI 027	Instructional Media for English	B+	3.30	2	6.6
53	TBI 028	Language Testing & Evaluation	B+	3.30	2	6.6

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
54	TBI P37	ICT (Information Communication Technology)	A	4.00	2	8
55	TIK 004	Sejarah Pendidikan Islam	A-	3.60	2	7.2
56	TIK 018	Pengembangan Kurikulum	A	4.00	2	8
57	TIK 021	Metodologi Penelitian Kualitatif Pendidikan	A	4.00	2	8
58	TIK 022	Metodologi Penelitian Kuantitatif Pendidikan	B	3.00	2	6
59	TBI 029	Seminar Proposal	A	4.00	2	8
60	TBI 032	Micro Teaching	A	4.00	2	8
61	TBI P38	English for Difable	A	4.00	2	8
62	TBI P39	Language Learning and Acquisition	A-	3.60	2	7.2
63	TIK 007	Pendidikan Global	A-	3.60	2	7.2
64	INS 019	Kuliah Kerja Nyata	A	4.00	3	12
65	TBI 033	Macro Teaching	A-	3.60	2	7.2
66	TBI 034	Skripsi	E	0.00	6	0
67	INS 002	Ilmu Kalam	A	4.00	2	8
68	INS 003	Fiqh	A	4.00	2	8
69	INS 005	Ulumul Qur'an	A-	3.60	2	7.2
70	INS 011	Logika	A	4.00	2	8
71	INS 012	Ilmu Alamiyah Dasar	A-	3.60	2	7.2
72	TIK 001	Ilmu Pendidikan	A	4.00	2	8
73	TIK 002	Filsafat Pendidikan Islam	A-	3.60	2	7.2
74	TIK 005	Administrasi Pendidikan	A	4.00	2	8
75	TIK 012	PENGEMBANGAN PROFESI GURU	A-	3.60	2	7.2

Judul Skripsi :

KETERANGAN

SKS : Satuan Kredit Semester

HM : Huruf Mutu

AM : Angka Mutu

M : Mutu

Jumlah SKS Yang Diambil : 149

Jumlah SKS Yang lulus : 143

Jumlah Mutu : 529.2

Index Prestasi Kumulatif (IPK) : 3.55

Purwokerto, 13 Juni 2024

Wakil Dekan

Fakultas Tarbiyah dan Ilmu Keguruan / Faculty of Tarbiyah and Teacher Training

SUPARJO
NIP. 2017077303

APPENDIX 9

PICTURES

The explanation used to + verb 1



Reading activity



The teacher and students sing a song and practicing



APPENDIX 10

BIOGRAPHY

CURRICULUM VITAE



DATA PRIBADI

Nama : Ageng Tirtayasa
Tempat, Tanggal Lahir : Tegal, 23 September 2001
Jenis Kelamin : Laki-laki
Alamat Tetap : Jl Garuda Rt. 03/Rw.03 Desa Pakulaut Kec. Margasari
Kab. Tegal
Phone Number : 081902733863
Prodi : Tadris Bahasa Inggris
Email : tirtayasaa2@gmail.com

RIWAYAT PENDIDIKAN

Tahun	Nama Sekolah
2007-2013	SDN 3 Pakulaut
2013-2016	SMP N 1 Margasari
2016-2019	SMA N 1 Balapulang
2019-2024	UTN KH Saifuddin Zuhri Purwokerto

RIWAYAT ORGANISASI

Tahun	Nama Organisasi	Posisi
1	Pengurus OSIS SMA N 1 Balapulang	Ketua Bidang Ketuhanan dan Kerohanian
2	UKM Silat IAIN Purwokerto	Anggota
3	English Arabic Student Association	Anggota Divisi Bahasa Inggris