

**TEACHERS PROBLEMS  
IN ENGLISH LANGUAGE TEACHING (ELT)**

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***Abstract***

*This research is aimed to describe about the teachers problems in English Language Teaching (ELT). This study employs qualitative research design with descriptive approach. The subjects of the study were three teachers who teach English at grade I-II, III-IV, and V-VI of a school in Banda Aceh. The data were collected through questionnaire, observation, interview, and documentation. The collected data were analyzed by using qualitative data analysis approach. The analysis was done through data classification, data reduction, data display, and drawing a conclusion. The result of this study showed that the school had a capability to implement English Language Teaching (ELT) to the students since grade one until grade six. It referred to the five categories of; 1) the provided English teachers, 2) curriculum and syllabus design, 3) teaching material, 4) teaching method, 5) and teaching media. Moreover all the English teachers (100%) at the school had made a good preparation before implementing ELT to their students even though some of them still had problems while implementing it, such as; the use of teaching media (66.7%), teaching materials (33.3%), and teaching evaluation (33.3%). Meanwhile, to solve the problems all of them (100%) discussed it with the other English teachers, the headmaster, and students' parents.*

***Keywords:*** English Skills, English Language Teaching

## **INTRODUCTION**

### **Teaching English to Children**

Many teachers feel that teaching English to children is a very difficult thing. Meanwhile, there are some teachers feel it is an easy and enjoyable thing to be done. Brown (2001: 87) says that to successfully teach children a second language requires specific skills and intuitions that differ from those appropriate for adult teaching. In addition, he describes that there are five categories may help and give some practical approaches to teach children:

#### **1. Intellectual Development**

A teacher at an elementary school one day asked her students in order to have a piece of paper and pencil, and write something. A little boy raised his hand and said, "Teacher, I ain't got no pencil." The teacher, rather nervous by the child's grammar, embarked on a stream of corrective patterns: "I don't have a pencil. We don't have pencils." Confusedly and panicky, the child said, "Ain't nobody got no pencils?" Since

children (up to the age of about eleven) are still in an intellectual stage of what Piaget (1972) in Brown (2001: 88) called “concrete operations,” we need to remember their limitations. Rules, explanations, and other even slightly abstract talk about language must be approached with extreme caution. Children are centered on the here and now, and the functional purposes of language. They have little appreciation for our adult notions of “correctness,” and they certainly cannot seize the meta-language we use to describe and explain linguistic concepts.

He also informs that there are some rules of thumb for the classroom:

- a. Don't explain grammar using terms like “present progressive” or “relative clause.”
- b. Rules stated in abstract terms (“To make a statement into a question, you add a do or does”) should be avoided.
- c. Some grammatical concepts, especially at the upper levels of childhood, can be called to learners' attention by showing them certain patterns. (“Notice the Ing at the end of the word”) and examples (“This is the way we say it when it's happening right now: I'm walking to the door”).
- d. Certain more difficult concepts or patterns require more repetition than adults need. For example, repeating certain patterns (without boring students) may be necessary to get the brain and the ear to cooperate. Unlike the scene with the little boy who had no pencil, children may understand the meaning and relevance of repetitions.

## **2. Attention Distance**

One of significant differences between adults and children is attention distance. First, it is important to understand what attention distance means. Put children in front of TV showing a favorite cartoon and they will stay engaged for the duration. So, you cannot make a sweeping claim that children have short attention distance/spans! But short attention span does come into play when children have to deal with material that to them is boring, useless, or too difficult. Since language lessons can at times be difficult for children, your job is to make them interesting, lively, and fun. How do you do that?

- a. Because children are focused on the immediate here and now, activities should be designed to jail their immediate interest.
- b. A lesson needs a variety of activities to keep interest and attention alive.
- c. A teacher needs to be animated, lively, and enthusiastic about the subject matter. Consider the classroom a stage on which you are the lead actor; your energy will be infectious. While you may think that you're over doing it, children need this over statement to keep spirits buoyed and minds alert.
- d. A sense of humor will go along way to keep children laughing and learning. Since children's humor is quite different from adults', remember to put you in their shoes.
- e. Children have a lot of natural interest. Make sure you tap into that interest whenever possible, and you will by this mean help to maintain attention and focus.

## **3. Sensory Input**

Children need to have all five senses stimulated. Your activities should strive to go well beyond the visual and auditory modes that we feel are usually sufficient for a classroom.

- a. Pepper your lessons with physical activity, such as having students act out thing (role-play), play games, or do Total Physical Response activities.

- b. Projects and other hands-on activities go along way toward helping children to internalize language. Small group science projects, for examples are excellent ways to get them to learn words and structures and to practice meaningful language.
- c. Sensory aids here and there help children to internalize concepts. The smell of flowers, the touch of plants or fruits, the taste of foods, liberal doses of audiovisual aids like videos, pictures, tapes, music-all are important elements in children's language teaching.
- d. Remember that your own nonverbal language is important because children will indeed attend very sensitively to your facial features, gestures, and touching.

#### **4. Affective Factors**

A common myth is that children are relatively unaffected by the inhibitions that adults find to be a block to learning. Not so! Children are often innovative in language forms but still have a great many inhibitions. They are extremely sensitive, especially to peers: What do others think of me? What will so and so think when I speak in English? Children are in many ways much more easily broken than adults. Their egos are still being shaped, and therefore the slightest nuances of communication can be negatively interpreted. Teachers need to help them to overcome such potential barriers to learning.

- a. Help your students to laugh with each other at various mistakes that they all make.
- b. Be patient and supportive to build self esteem, yet at the same time be firm in your expectations of students.
- c. Elicit as much oral participation as possible from students, especially the quieter ones, to give them plenty of opportunities for trying things out.

#### **5. Authentic, Meaningful Language**

Children are focused on what this new language can actually be used for here and now. They are less willing to put up with language that doesn't hold immediate rewards for them. Your gradees can ill afford to have an overload of language that is neither authentic nor meaningful.

- a. Children are good at sensing language that is not authentic; therefore, "canned" or stilted language will likely be rejected.
- b. Language needs to be firmly context embedded. Story lines, familiar situations and characters, real-life conversations, meaningful purposes in using language- these will established a context within which language can be received and sent and thereby improve attention and retention. Context reduced language in abstract, isolated; unconnected sentences will be much less readily tolerated by children's minds.
- c. A whole language approaches is essential. If language is broken into 100 many bits and pieces, students won't see the relationship to the whole, and stress the interrelationships among the various skills (listening, speaking, reading, and writing), or they won't see important connections. It takes a very special person to be able to teach children effectively. Along with all these guidelines, an elementary school teacher develops a certain intuition with increasing months and years of experience. If you do not have the experience, you will in due course of time. Meanwhile you must begin somewhere, and these rules of thumb will help.

### **Characteristics of Children**

A very unique characteristic is usually belong to children, they imitate what they usually look at, act what they usually do, and act creatively. This is supported by Clearinghouse (1985) which confirm that there are three types of children characteristics; common or universal behavioral, have spirit of education, and creative characteristics. Then, he moreover describes about the three types of children characteristics as follows:

#### **a. Universal Behavioral Characteristic.**

Firstly, for this characteristic he differs from that of their age-mates in the following ways: a) Many talented children learn to read early, with better comprehension of the nuances of language. As much as half the gifted and talented population has learned to read before entering school. b) Gifted children often read widely, quickly, and intensely and have large vocabularies. c) Gifted children commonly learn basic skills better, more quickly, and with less practice. d) They are better able to construct and handle abstractions. e) They often pick up and interpret nonverbal cues and can draw inferences that other children need to have spelled out for them. f) They take less for granted, seeking the "hows" and "whys." g) They can work independently at an earlier age and can concentrate for longer periods. h) Their interests are both wildly eclectic and intensely focused. i) They often have seemingly boundless energy, which sometimes leads to a misdiagnosis of hyperactivity. j) They usually respond and relate well to parents, teachers, and other adults. They may prefer the company of older children and adults to that of their peers. k) They like to learn new things, are willing to examine the unusual, and are highly inquisitive. l) They tackle tasks and problems in a well-organized, goal-directed, and efficient manner. m) They exhibit an intrinsic motivation to learn, find out, or explore and are often very persistent. "I'd rather do it myself" is a common attitude. (Clearinghouse).

#### **b. have spirit of education**

Then, secondly, talented children are natural learners who often show many of these characteristics: a) They may show keen powers of observation and a sense of the significant; they have an eye for important details. b) They may read a great deal on their own, preferring books and magazines written for children older than they are. c) They often take great pleasure in intellectual activity. d) They have well-developed powers of abstraction, conceptualization, and synthesis. e) They readily see cause-effect relationships. f) They often display a questioning attitude and seek information for its own sake as much as for its usefulness. g) They are often skeptical, critical, and evaluative. They are quick to spot inconsistencies. h) They often have a large storehouse of information about a variety of topics, which they can recall quickly. i) They readily grasp underlying principles and can often make valid generalizations about events, people, or objects. j) They quickly perceive similarities, differences, and anomalies. k) They often attack complicated material by separating it into components and analyzing it systematically. (Clearing house)

### **c. Creative Characteristics**

Finally, talented children's creative abilities often set them apart from their age-mates. These characteristics may take the following forms: a) Talented children are fluent thinkers, able to generate possibilities, consequences, or related ideas. b) They are flexible thinkers, able to use many different alternatives and approaches to problem solving. c) They are original thinkers, seeking new, unusual, or unconventional associations and combinations among items of information. d) They can also see relationships among seemingly unrelated objects, ideas, or facts. e) They are elaborate thinkers, producing new steps, ideas, responses, or other embellishments to a basic idea, situation, or problems. f) They are willing to entertain complexity and seem to thrive on problem solving. g) They are good guessers and can readily construct hypotheses or "what if" questions. h) They often are aware of their own impulsiveness and irrationality, and they show emotional sensitivity. i) They are extremely curious about objects, ideas, situations, or events. j) They often display intellectual playfulness and like to fantasize and imagine. k) They can be less intellectually inhibited than their peers are in expressing opinions and ideas, and they often disagree spiritedly with others' statements. l) They are sensitive to beauty and are attracted to aesthetic values. (Clearinghouse)

### **Components of Teaching and Learning Process**

In teaching and learning process, there are some components involved in it from pre-plan or before teaching until evaluation process in the classroom of schools, and it is the same as what Harmer describes as follows:

#### **a. Before Teaching**

Harmer (1991: 265) says that the idea for pre-plan is for teachers to get a general idea of what they are going to do in the next grade or gradees. Then, he also says "Based on our knowledge of the students and the syllabus we can consider four main areas: activities, language skills, language type, and subject and content". Concretely, in his opinion that when we have ideas of what we want to do as a result of considering these areas we can decide whether such ideas are feasible given the institution and its restrictions. When this has been done we have our pre-plan and we can move towards the final detailed plan. For the four major elements, Harmer (1991: 266-268) defines with detail such as:

##### **1) Activities**

'Activities' is a movable term used to give general description of what will happen in a grade. It is important to release that here we are not talking in any way about items of language; we are talking about what, generally and physically, the students are going to do. He says that a game is an activity; so is a simulation. The introduction of new language is an activity; so is parallel or story reconstruction. Listening is an activity and so is an information gap task; 'The hot seat' is an activity, so is an oral composition. He also says that an activity is what teachers think of when they are asked. 'What are you going to do in grade today?'. Rather than give details they will often say, 'Oh, I've got a nice group-writing task and then we're going to do song.' Moreover, Harmer considers that when teachers think of what to do in their gradees it is vital to consider the students and what they have been doing recently. If, for example, they have been doing largely controlled work (e.g. presentation and controlled practice)

then the teacher may well take a preliminary decision to plan a freer activity. Only subsequently will he or she decide what skill or skills this might involve. If recent work has been very tiring, challenging, and over serious the teacher may make an immediate decision to include an activity whose main purpose is to give the students an enjoyable time. If, on the other hand, the last two gradees have largely consisted of communicative activities the teacher may decide to include language input or controlled work. Teachers should make decisions about activities independently of what language or language skills they have to teach, and their first planning thought should centre round what kind of grade would be appropriate for the particular group of students on a particular day. It is in this consideration of activities as a starting point for lesson planning.

It will also be necessary to consider activities not only of the basis of what the students have been doing recently but also in terms of the grade period itself. In other words we must consider what activities to include in a period of, say, sixty minutes, and how to balance the different activities within that period of time. In general Harmer concludes that the aims will be to provide a sequence that is varied and does not follow one activity with a completely similar activity and the follow that with one that is the same, and it is a vital first stage in the planning process to benefit and motivate the students. (Harmer)

## **2) Language skills**

Teachers will have to decide what language skills to include in the grade. Sometimes, of course, this decision will already have been taken when the activity has been selected (e.g. listening). In the case of more general activities, though (e.g. communicative activity, roughly-tuned input, etc) we will then decide whether we wish to concentrate on one skill or a combination of skills. Even where the choice of activity has determined the skill to be studied (e.g. listening) it will still be necessary to decide what sub-skills in the grade are going to practiced. The choice of language skills to be practiced and studied will be taken in accordance with the syllabus. The latter will often say what skills and sub-skills should be taught during the term of year and it will be the teacher's job to cover these over a period of time. Teachers will also make their choice on the basis of their students' needs. They will also bear in mind what the students have been doing recently, just as they do when thinking of activities. (267)

## **3) Language type**

Teachers should have decided what language is focused on during the grade. There is, of course, a great range of possibilities here. We may decide that we want the language to be used to be 'general and unpredictable'. This would be the case if we were going to organize a 'reaching and consensus' activity or perhaps a simulation. We might decide, however, that we want to focus on yes/no questions using 'was' and 'were'. These are the two extremes (completely free language and completely controlled). Teachers may choose to concentrate on language area: we might want our students to 'talk about the past' using a variety of past tenses or in general to concentrate on 'inviting'. Much will depend on the language in the syllabus. (267)



#### **4) Subject and content**

The last and in some ways most important decision still has to be made is what kind of content will our grade have? We may have decided that a simulation activity is appropriate but if the subject of that simulation does not interest the students in any way the choice of activity is wasted. Although we have said it is the teacher's job to interest the students in a reading passage that they would find interesting with or without the teacher. Teacher who knows who their students are and what they ring to grade will in a much better position of choose subject and content than a teacher who does not. And this knowledge is vital since one of language's main foundations is to communicative interest and ideas. These four areas above, then, form the basis of the pre-plan. It should be noticed that two of them are not in any way concerned with decisions about language, but are based on what will interest and motivate the students. (268)

#### **b. Planning, Textbooks, syllabus, and Principles**

In the previous items the researcher has discussed about what the teachers should do before doing the planning, after designing curriculum, and syllabus, but here, he discusses only for the planning of textbooks and principles.

##### **1). Textbooks.**

Harmer (1991: 257) says that where a textbook is involved there are obvious advantages for both teachers and students. Good textbooks often contain lively and interesting material; they provide a sensible progression of language items, clearly showing what has to be learnt and in some cases summarizing what has been studied so that students can revise grammatical and functional points that they have been concentrating on. He also says that textbooks can be systematic about the number of vocabulary presented to the students and allow students to study on their own outside the grade. Good textbooks also relieve the teacher from the pressure of having to think of original material for every grade. Indeed there is a greater variety of published material for teaching and learning English than ever before.

On the other hand, Harmer says that textbooks can also have an unpleasant effect on teaching for a number of reasons, they tend to concentrate on introduction of new language and controlled work: a teacher relying too heavily on the textbook will often not be encouraged to provide enough roughly-tuned input or output practice. Moreover, he says that textbooks also tend to follow the same format from one unit to the next. Therefore, the similar of teachers' activities can cause the students to be bored and can not motivate them.

Finally, he says "...the best person to complete the correct balance is the teacher who knows the students and can determine the need for variety and what the balance should be. This is the particular true in the planning of activities during the pre-plan stage". Textbook, in other words, is an aid, and not a holy text, so teachers should never let the textbook use them, or dictate the decisions they take about the activities in which the students are going to be involved. (258)

##### **2). Planning Principles**

According to Harmer (1991: 258) that there are two dominant principles behind good lesson planning are variety and flexibility. He describes that variety means involving students in a number of different types of activity and where possible

introducing them to a wide selection of materials; it means planning so that learning is interesting and never monotonous for the students. Flexibility comes into play when dealing with the plan in the classroom; for any number of reasons what the teacher has planned may not be appropriate for that grade on that particular day. The flexible teacher will be able to change the plan in such a situation, and teachers who vary their teaching approach can satisfy most of their students at different times.

### **3) What Teachers should Know**

#### **a). The job of teaching.**

Harmer (1991: 260-261) says clearly, well prepared teachers need to know about the job they are going to do before they can start successful plans. He describes that there are six major areas of necessary knowledge. (1) The language for the level. Clearly teachers must know the language they are going to teach. It means that teachers can use the language themselves and also have an insight into the rules and the factors which affect its use. This is obviously the result not only of the teacher's own knowledge of English but also of preparation and study where facts about language can be absorbed. (2) The skills for the level. Teachers need to 'know' the skills they are going to ask their students to perform. (3) The learning aids available for the level. We need to know what aids are available and appropriate for the level we are teaching. These may include wall pictures, flashcards, flipcharts, cards, charts, tapes, tape recorders, video playback machines, overhead projectors, computer hardware and software, sets of books and materials, and of course the board as well. (4) Stages and techniques in teaching. We need to know and recognize different teaching techniques and stages, and also stages in the textbook we are using. (5) A collection of activities. Well prepared teachers have a large selection of activities for their gradees. (6) Classroom management skills. Well prepared teachers will have good classroom management skills, so that they will be able to adopt a number of different roles, will be able to use different student groupings, and will be able to keep up discipline. For a teacher, these areas are all important vitally and they all imply a lot of work particularly where a level is being taught for the first time. Without these areas of knowledge he/she is in a poor position to make a decisions about lesson planning.

#### **b). The institution**

Teachers need to know a lot about the institution in so far as it is involved with their teaching, and the following five areas of knowledge are very crucial; (1) Time, length, frequency, (2) Physical condition, (3) Syllabus, (4) Exams, and (5) Restrictions. Teachers should know at what time, for how long and how often gradees take place in the school. Then, teachers need to know what physical conditions exist in the places that they are going to teach, and it is no good taking in an electrically powered tape recorder if there is no socket for a plug in the classroom, the condition of the chairs and blackboard, the brightness of the lighting, the size of the room, etc.

It is clearly important to be familiar with the syllabus the institution has for the level that are being taught. It is also extremely important to know what types of exams (if any) the students will have to take and when, since clearly a major responsibility of the teacher will be to try and make sure that the students are successful in tests and exams. Finally, teachers should be responsive on any limitations required by their institution upon their teaching. (262)



**c). The students**

Teachers need to know a significant number about their students, and who the students are, what the students bring to the grade and what the students need. Harmer says (1991: 262-265) that each grade is unique and as a result, each grade will need to be treated differently. Moreover, he also describes about the students as follows:

**(1) Who the students are.**

It is obviously necessary for teachers to know about the following things, Age: How old are they? Are they children? Adolescents? Sex: Are they all girls/women? Men? A mixture of the sexes? Social background: Are they rich or poor? Occupation: What activities they are used to. Clearly occupation of your students will help you to make decisions about your planning. Where a teacher is a fortunate enough to have thirty students who all have the same occupation. The task will be considerably easier since assumptions can be made about what things the students know and what activities they are used to.

**(2) What the students bring to the class.**

Teachers need to know how the students feel about learning English and what they know. Again there are four major areas for them to investigate: Motivation and attitude: How do the students feel about learning English? Are they generally positive about coming to the class? Do they feel friendly or hostile towards the culture that English represents for them? What is their attitude to teachers and to their English teacher in particular? Educational background: Closely tied to motivation and attitude is the educational background of the students. Clearly the content of the grade will be different if the students are postgraduates than if they have never got beyond primary education. Knowledge: Teachers will want to know about various aspects of the students' knowledge. Interests: Teachers will want to know what the student's interests are.

**(3) What the students need.**

We have said that different types of student will need to be treated differently, and we also saw that people learn languages for a variety of different reasons. Particularly in the light of why our students are studying language we must analyze what their needs are. If we are teaching a group of medical students who are unlikely to have to use oral English in their professional lives, but who need to be able to read medical textbooks in English, we might at once identify the ability to read scientific texts (medical, in this case) as the students' need and therefore design a course consisting exclusively of exercises and texts designed only to give students this ability. If our students are training to be travel guides, on the other hand, we might identify their biggest need as being the ability to give quick oral descriptions and answer factual questions in English (as well as the ability to organize people and give directions, etc. in English).

**Evaluation.**

Every subject, compulsory or local content subject must be evaluated after teaching the subject or at each semester in formal schools. Before defining about the others, he would like to discuss about the definition of the evaluation as follows:

### **Definition of Evaluation**

Bloom et. al (1971) as quoted (by Daryanto, 1999: 1) says “ Evaluation, as we see it, is the systematic collection of evidence to determine whether in fact certain changes are taking place in the learners as well as to determine the number of degree of change in individual students.” Then, Stufflebeam et. al (1991) also as quoted (by Daryanto, 1999: 1) says that evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives. Richards et. al (1985: 98) describes that evaluation in general is the systematic gathering of information for purposes of decision making. Evaluation uses both quantitative methods (e.g. tests), qualitative methods (e.g. observations, ratings, and value judgments). In language planning, evaluation frequently involves gathering information on pattern of language use, language ability, and attitude towards language. Moreover, they describe that in language teaching programs, evaluation is related to decisions to be made about the quality of the program itself, and decision about individual in the program. The evaluation of programs may involve the study of curriculum, objectives, materials, and tests or grading system.

Then, according to Anderson (1986) as cited (in Brown and Rodgers, 2002: 228-229) says “Evaluation is the process of seeking to establish the value of something for some purpose, a test is an instrument for gauging learning outcomes”. Evaluation includes all the practices and instruments involved in gathering and compiling the data necessary to make judgments about the value of a language course or program; this may or may not include students’ test results. Furthermore, Brown and Rodgers say that teachers and administrators do course or program evaluation for many different reasons. Teachers may, for example, do evaluation in order to improve the effectiveness of their a) course materials. b) classroom activities. c) teaching. e) students’ learning process. f) students’ learning, and there will be many other reasons.

Finally, Djiwandono (1996: 1) says that in language teaching, test is as a tool, a procedure, or a sequence of activities which is used to get ones’ performance in the capability about certain points. As a conclusion, evaluation here means the evaluation on language teaching, is the measurement of students achievement in learning process about what the teachers taught them in the classroom. Teachers do evaluation to know whether students have understood the materials presented in classroom.

### **Testing of Language Skills**

Heaton (1988: 5) says “A large number of examinations in past have encouraged a tendency to separate testing from teaching. Both testing and teaching are closely interrelated...”. Then, he describes that ways of assessing performance in the four major skills may take the form of tests of: a. Listening (auditory) comprehension, in which short utterances, dialogues, talks, and lectures are given to the testees; b. Speaking ability, usually in the form of an interview, a picture description, role play, and a problem-solving task involving pair work or group work; c. Reading comprehension, in which questions are set to test the students’ ability to understand the gist of a text and to extract key information on specific points in the text; and d. Writing ability, usually in the form of letters, reports, memos, messages, instructions, and account of past events, etc.

Heaton, moreover says that several test writers still consider that their purpose can best be achieved if each separate skill can be measured on its own, but on the other

hand, he says that it is usually extremely difficult to separate one skill from another, except the tests is for inclusion in a grade progress or achievement test at an elementary level about language areas, such as, tests of grammar and usage, and tests of vocabulary.

### **Forms of Language Test**

There are many forms of language test, but not all the test forms are appropriate to be applied to children. The test forms usually implemented to children are oral test and written test. The oral test is usually implemented in the grade to know the students understanding about the materials separately which has been taught in the classroom, but the written test is usually to know the students understanding about the materials as a whole intergratedly for one semester or one year in a period of time. Moreover the test can be looked as follows:

#### **a. Test of Vocabulary**

This test is very appropriate to children, and it can be done through written test or oral test such as by asking the students to point objects (noun) such as; window, blackboard, fingers, and so on. Then ask them to exhibit such as; to watch, to comb, to raise hand, to shake hand, to whisper, and so on. Sometime ask them to match words such as; (English-Indonesia) or (Indonesia-English), dictionary = kamus. Synonyms; calm = quiet, ready = finish, fast = quick. Ask them antonyms words such as; receive x send, there x here, that x this, and so on. Another day ask them about the names of words such as; the first day of the week = Monday. The teachers also can ask them to complete the sentences such as; he went to the .....to see the film. All of the material depend on who are the students, at what grade they are, whether the material has been taught or not.

#### **b. Test of Structure**

Test of structure also can be done to children, but it is very limited to simple phrases and sentences. According Jiwandono (1996: 48-52) that there are three kinds of structure test. The first is words formation test such as root from singular to be plural form, such as; hero = heroes, horse = horses. The, words improvement, such as; the sun (to rise) in the east, will be (rises). The second is phrases formation test such as; arrange the words, for example; book, read (reading book). Completing words to be phrases for example; 'dog' become 'barking dog'. From a phrase such as; a season when it rains a lot = rainy season. Describing the phrases meaning such as; village people = people who live in a village. The last is sentences formation test such as recognize the sentences, for example; by giving (s) at the end of a sentence, and (x) at the end of not sentences e.g. the man behind the gun (x), practice makes perfect (s). Then, through creating a sentence such as; friend, go, train (my friends go by train), Arrange the sentences such as; have to, the song, again, sing, they (they have to sing the song again). Change the sentences; positive, negative, interrogative, present, past, future, direct, indirect, and other sentences.

#### **c. Listening Test**

Listening test can be applied to children by asking them to listen to a recorder about words, phrases, and simple sentences. For example, they are asked to repeat what they are listening to the tape. A teacher can also ask the meaning of the words, phrases.

or sentences. It is supported by Mukarto, et. al (2003: 6-100) say that children can be practiced to listen English through the programs of 'listen and repeat', 'listen and sing along', 'listen and put the sentences into the pictures', 'listen and choose the right picture', 'listen and put a tick', 'listen and choose the correct number', 'listen and write', 'listen and complete the table', 'listen and find the differences', 'look at the the picture, listen and write true or false', and 'listen and answer the questions'.

#### **d. Reading Test**

For children, reading test is usually implemented to know students pronunciation, the meaning of every words, phrases, sentences, and answer the questions about the short reading text when the grade is happening. Mukarto, et. al (2003: 3-100) suggests to practice reading, teachers can askto the students to do some ways such as; look and say, look and learn, look and practice, read the text and label the picture, read the sentence and draw a line, look at the picture and read the text, and change the picture into words and read the text.

#### **e. Speaking Test**

Speaking test is conducted to practice simple sentences which are used by children to communicate with their friends, teachers, mothers, or to inform their ideas to other people. For doing the test of speaking teachers can be done through written or oral test as the following activities, for example; by asking them to look pictures and say, practice the dialogues, practice with their friends, complete the dialogues and practice it, look and practice, look at the picture and describe it, play with their friends, interview their friend and complete the form.

#### **f. Writing Test**

Writing test to children in the classroom usually through dictation, and only to know the correct words, phrases or simple sentences which they practice everyday, for example; Teacher ask their students to write some words, phrases, or simple sentences, ask them to write what they have in the previous picture, look and write sentences, write the plural forms, look and write the number, listen and write, ask their friends and write the answer in the table, look at the pictures and write sentences, look around and write where they are, look at the picture, listen and write true or false, interview their friends and complete the form, look and write some sentences about it.

### **RESEARCH METHOD**

This chapter describes the research methods which would be employed in the study includes these major components; research design, population and sample, the data and sources of data, the procedure of data collection and instruments, the validity and reliability of the data, and the last is data analysis. All the research components will be written in a very simple language, and simple sentences, so it can be more understood clearly by every level of readers and other researchers who want to do the following up study to develop it widely or the researchers who want to compare the other research findings with this research.

#### **Research Design**

The researcher has calculated to this research as a descriptive qualitative research which defines about the research finding undoubtedly without manipulating to the research objects by using a very simple language. Therefore at the first meeting for

every teacher, he would not bring anything when attended to the class except he himself. It was done to make the teachers familiar with the researcher's attendant, so at the second meeting the teachers would not be shy or felt uncomfortable.

Based on the research design above, for this study the researcher would applied mainly descriptive qualitative method which was designed to obtain information concerning with the present status of phenomena. In addition, Allwright & Bailey (1991: 2) confirm that classroom-centered research is just what it says it is research centered on the classroom, as distinct from, for example, research that concentrates on the inputs to the classroom (the syllabus, the teaching materials, etc.) or on the outputs from the classroom (learner test scores). For this concentration the researcher observed the input of the classroom process of teaching English at the elementary school.

Then, Travers, 1978) in Sevilla et. al (2006: 71) says that the aim of descriptive method is to describe the manner of something when the research is done, and look for the cause of the effect of it. Moreover, Bogdan and Taylor (in Moleong, 2005: 4) define that qualitative method is a research procedure which results descriptive data like written words or oral words of people, and their behavior. In applying this research, the researcher would like to try to identify and define the observed phenomena by description form rather than numeric form in detail. Bogdan and Biklen (in Kasim, 2003: 75) argue that such research as a case study.

The case study research is aimed to get special and unique features of teaching situation or the method used by the teachers at the school in Banda Aceh. It is also supported by Richards, et. al (1985: 36), they say " Case study is the study of the speech, writing, or language use of one person, either at one point in time or over a period of time, e.g. the language acquisition of a child over a period of one year". Then, Brown and Rodgers (2002: 22) also say that case study research comprises an intensive study of the background, current status, and environmental interactions of a given social unit: an individual, a group, an institution, or a community.

### **Population and Sample**

The population of the study were all teachers at the school, and the sample were three teachers who teach English at the school, and to support the data the researcher also got information from a headmaster in the school. The researcher took the English teachers who teach English at the school In Banda Aceh because the teachers were considered have good background in teaching English. The school was chosen as an object of this research for some considerations; Firstly, English has been taught to the students of the school In Banda Aceh since 2002, and it was assumed that the school has been familiar with the teaching of English. Secondly, English has been taught from grade one until grade six eventhough some students of grade one could not read the English books yet. Thirdly, the school was a favorite school in Banda Aceh under the control of religious ministry in Banda Aceh.

According to the reasons above, the researcher was interested in observing the method used to teach English to the students and problems faced by English teachers in teaching English to the children in the classroom. As observation subjects the researcher got three English teachers, the first one of them teaches English at the first and the second year, the second one teaches English at the third and the fourth year, and the last one teaches English at the fifth and the sixth year students of the school In Banda Aceh.

### Data and Sources of Data

The data needed in this research had been taken base on the above problems of the study in as follows;

1. For all research questions above he had distributed questionnaires to the three English teachers, and a headmaster. Then he came to some classes to observe teaching method and teaching media by using observation sheets in the classroom. When there were something unclear through questionnaires and observation sheet, he interviewed the subjects or call them through their mobile directly.
2. Then the other data had been taken through documentation or written materials, such as text books used by the teachers and students, teaching media, curriculum or syllabus, teaching schedule, and .test materials.

### Data Collection

To get data in the field, the researcher had applied some instruments; the first was questionnaires, the second was observation sheet, the third was interview guide, and the last intrument was the documentation. All the data had been crosschecked to each other to prove the accurate data.

### Instruments

#### a. Questionnaires

Questionnaire is a tool to collect data which consist of some written questions about what are going to be known by the researcher (Anggoro et. al, 2008: 56). Therefore, to get the data from the research subject, firstly in this research the researcher provided 20 questions to the 3 English teachers at the school in Banda Aceh. All questions were asked to the English teachers devided into two categories, open and close questions. Open questions were sixteen numbers, that is number 1, 5, 6, 7, 8, 9, 10, 11, 12, 14 - 20, and close questions were four numbers, that is number 2, 3, 4, and 13 . Secondly, he also prepared 10 open questions to the headmaster to get additional information about the research problems. All questions asked to the English teachers and the headmaster are related to the research questions as mentioned before.

#### b. Observation Sheet

Observation sheets were designed to reveal the instructional practices that were conducted by the teachers in the classroom, and during the observation the researcher equipted himself with field notes in the observation sheets, but at the first meeting, he did not bring anything, just looked what happen in the classrtoom. It was done to make the teachers familiar with the researcher and to avoid embarrassing. Then, at second meeting the researcher took some notes of the activities and situation which were considered relevant to the research objectives. By using observation sheet the researcher got information about the situation of the classroom, teaching material and material development, teaching method and students' respond, teaching media, evaluation system after teaching, teachers' problem about the ability of material content, the use of method, and media. In doing the observation, the researcher acted as non-participant observer. In other words, the observer did not take part in the activities being studied. He did not interact neither with the teacher nor with the students during the learning teaching process of English.



### **c. Interview guide**

The researcher designed interview guide to get more data from the headmaster. The interview guide is provided as secondary instrument (Moleong 2001: 121) which was designed to interview the headmaster outside the classroom to crosscheck, and to prove what he observed through classroom observation, and to get more information clearly through questionnaires and documentation. Interview was used only as an alternative way to get the additional data if the data collected through questionnaires, documentation, and observation sheets were not enough or unclearly.

### **d. Documentation**

The documents helped the researcher to get richer data accurately related to the school and the application of the content of the documents by the teachers and students. The documents included curriculum and syllabus design, books, teaching media, lesson plan, teaching schedule, and students notes.

### **Reliability and Validity of the Data**

In a qualitative study, the validity and reliability of data collection techniques is very important to make the data valid and reliable, because this concern with the consistency of process and the result of the study itself. Wolcott and Asher (1995) as cited (in Kasim, 2003: 87) state that validity in qualitative research is related to the result of observation, interview, or content analysis which really contain information needed based on the purposes of the study. Whereas reliability refers to the process of consistent and stable data collection. For reliability, Brown (1996: 185) says that it is used to measure, should give the same results every time it measures (if it is used under the same conditions) should measure exactly what it is suppose to measure (not something else), and should be practical to use. In addition, he also confirms that in testing language, the problem is that measuring for language proficiency, placement, achievement, diagnosis, or other mental traits of human beings is much harder to do consistently than measuring the heights or weights of those same people. To minimize researchers' effect on the validity of the data, the researcher did not take any notes in the first observation. It was possible that in the first observation, the researchers' presence may cause uncomfortable and some unnatural behaviours of the subject.

### **Data Analysis**

In this research the data is qualitative, therefore to analyze the data it is depend on three processes which connect to each other; describing, clarifying and connecting (Moleong, 2005: 289). Data analysis is a precedure in which data collection, data reduction, data display, and conclusion drawing take place interactively (Miles and Huberman) as cited (in Kasim, 2003: 91)

In this research, the collected data had been analyzed by the following procedures: data reduction, data presentation, verification, and conclusion drawing. Firstly, the data were collected through questionnaires to English teachers, and cross-checked by sharing questionnaires to the headmaster, doing classroom observation, noting, and interviewed the headmaster. Then, data reduction was done by transcribing the questionnaires based on research questions about the teachers' problems in teaching learning process, and teachers' strategies to solve the problems.

Finally, the researcher interpreted the data results to provide explanations of the phenomena studied in the field based on the research objective, clarifying, describing and make some conclusions. Interpretation, clarification and description had been implemented to the data results in order to make it clearly and understandable by various level of readers.

## RESEARCH FINDINGS AND DISCUSSION

As the researcher has mentioned before, this study was expected to describe the findings of the study, and the discussions of the findings based on the data obtained from the three of the English teachers and one headmaster as respondents through questionnaires, observation sheet and interview guide. After the researcher had collected all data from the respondents (R1-R3), he classified the data finding based on the research problems and presented the data specifically focusing on the research questions. The findings are presented in the following organization; (1) Teachers' problems in English Language Teaching (ELT), and (2) Teachers' strategies in order to solve the ELT problems.

### Teachers Problems in English Language Teaching

Based on the table below, the data show that there are some teachers' problems in English Language Teaching at the school in Banda Aceh such as; problem of the teachers themselves, curriculum and syllabus design, lesson plan, teaching media, teaching materials, evaluation system, the learners, time allocation, and the financial for teaching media can be viewed at the following table:

Table 1: The English Teachers' Problem

N o	Questions	Respondents			%
		R1	R2	R3	
1	Do you have problems about these items?				
	a. Curriculum, syllabus design, and lesson plan	✓	✓	-	66.7 %
	b. Textbook	-	-	-	-
	c. Tape recorder, CD, DVD, Cassettes	✓	✓	✓	100 %
	d. Pictures, and other teaching media	✓	✓	-	66.7%
	e. Contents	-	✓	-	33.3 %
	f. Evaluation system	-	-	✓	33.3%
	g. Students	✓	✓	✓	100%
	h. Time allocation	-	-	✓	33.3 %
	i. Headmasters' care	-	-	-	-
	j. Parents' care	-	-	-	-
k. Financial aids for teaching media	✓	✓	-	66.7%	
2	Please mention, what kinds of your problem do you face in teaching English ?				
	Respondent 1	Respondent 2		Respondent 3	
	a. too many students in a class, so it is very difficult to handle it especially grade three	No		a. too many students in a class, so it is very difficult to handle one by one	
	b. Many students did not have enough vocabularies	problem		b. time allocation is not proportion with the number of the students	
Notes: R1 = Respondent 1 (teach at grade three and four), R2 = Respondent 2 (teach at grade five and six), and R3 = Respondent 3 (teach at grade one and two) ✓ = have problem, and - = no problem					

### **Problem of Teachers**

The data as shown in the table above were collected only through semi structured interview and questionnaires. By referring to the interview, the first respondent said that she has a problem about the amount of the English teachers in the school. She said that the amount of English teachers in the school was not proportional with the amount of the students. This was supported by the second respondent who confirmed that if one of the English teachers is sick or can not come to the school, no one of them replaced her in teaching English. It was because all of them are busy in teaching their students in their classrooms, so the English teachers should prepare other English teachers outside of the school to replace them. The third respondent agreed with the first and the second respondent, she had to teach English ten classes in a week with too many students in a class, in average more than forty students.

The data also supported by questionnaires, the questions number 1 and 2 proved that they had some problems when teaching English in the classroom, such as the amount of students in the classroom was not proportional to the time allocation of English Language Teaching. For this term the headmaster said:

Memang saat ini kita hanya baru memiliki 3 (tiga) orang guru Bahasa Inggris, mereka diberi tugas untuk mengajar pada 2 (dua) tingkat, misalnya kelas 1 dan 2 diajarkan oleh seorang guru yang sama, kelas 3 dan 4 diajar oleh seorang guru lainnya dan kelas 5 dan 6 diajar oleh seorang guru Bahasa Inggris yang lain lagi. sementara jumlah kelas rata-rata 5 (lima) kelas pertahun padahal setiap tahun ada kita ajukan penambahan guru tapi belum dikabulkan. Kalau ada guru yang berhalangan kita minta mereka menunjuk pengganti dan memberitahukan kepada kami.

Based on the interview above the researcher concluded that to handle the teachers' problems it should be prepared 6 (six) English teachers at the school.

### **Problem of Curriculum, Syllabus Design, and Lesson Plan**

These data were collected through questionnaires, the questions number 7a as shown at the above table indicates that two of three respondents (66.7%) still have problem of the Curriculum and syllabus design and lesson plan. The first teacher said that she had a problem of the curriculum/syllabus which had been designed by some English teachers in In Banda Aceh. It was caused by some reasons, for example, it was very difficult to get the appropriate source book, teaching media, and teaching materials. The second teacher said " The Curriculum and syllabus design needs improvement". On the contrary, only one of them, the third teacher (33.3%) did not have problem about the curriculum/syllabus design.

### **Problem of Teaching Media**

Based on the questions 1b, 1c, and 1d, it is found that the teachers have problem in concerning the teaching media such as; Tape recorder, CD, DVD, cassettes, pictures, and other teaching media. All of them (100%) had the same problem of teaching media about tape recorder, CD, DVD, and cassettes. They informed that the teachers never used the teaching media, eventhough, the headmaster said that there was one packet of the teaching media in the school. Meanwhile two of them (66.7%) had a problem of other teaching media such as pictures, laptop and infocus. Only one teacher usually

used the laptop and infocus as teaching media in the classroom. It was caused that the teacher has her own laptop, but the infocus is belong to the school.

### **Problem of Teaching Materials**

Based on the question 1e shows us that one of the English teachers (33.3%) had a problem of the teaching materials. She said that if they follow the textbooks' instruction the students will be boring to the English subject. Therefore she taught other materials outside of the textbook by using other techniques. She sometimes taught her students with other materials by using laptop, and at the other times, her English teaching by using the textbook.

### **Problem of Evaluation System**

Referring to the question 1f indicated that one respondent (33.3%) still had a problem of evaluation system for her students. She said that it was caused by too many students in a classroom, and some of them could not write quickly yet. Therefore sometimes she had to wait and guide the students one by one until the class was over.

### **Problem of the Learners**

According to the question 1g shows us that all English teachers (100%) still had problem of the students. They gave some reasons such as too many students in a classroom, some students were hyperactive, some were needed reading and writing guidance one by one, and some other students were very difficult to memorize vocabularies.

### **Problem of Time Allocation**

Referring to the question 1h informed us that only one teacher (33.3%) had problem of time allocation. She said that the time allocation was not enough for teaching English to such big classes. Moreover some of them could not read and write fastly yet. Therefore she ought to guided them one by one in learning and writing English.

### **Problem of the Financial Aid**

Based on the question 1k told us that two English teachers (66.7%) had a problem of financial aid for teaching media. The school did not provide the special financial aid for English teaching media, except for photocopy of teaching materials. Therefore they did not design, record or buy teaching media such as pictures, CD, DVD, cassettes, and other teaching media. For this problem the headmaster said:

Keuangan untuk media pengajaran secara khusus belum kita rancang, dan kita coba programkan di waktu lain sehingga bila dibutuhkan oleh guru sudah ada kas khusus untuk alat peraga tersebut. Saya yakin ini akan lebih memudahkan guru dalam mengajar bila sudah dilengkapi alat peraga pengajaran baik yang dirancang oleh guru bersangkutan maupun kita beli dari luar sekolah.

In this term, by supporting the headmaster program above the teachers will be more creative to provide the financial aid for designing or buying the materials.

## CONCLUSIONS

These conclusions are the answers to the research problems as stated before. Based on the conclusions, some suggestions are also recommended. They are especially addressed to English teachers, the school headmaster, teacher trainers, other researchers, and the Aceh government.

The conclusions are as follows:

- (1) All respondents (100 %) are English teachers graduated from S1 of English Department such as; Institut Agama Islam Negeri Ar-Raniry, Serambi Mekkah University, and Muhammadiyah University, and all of them (100%) have prepared the Curriculum and syllabus design, and lesson plan, but only one of them (33.3%) had prepared teaching media for English Language Teaching process before going to the classroom.
- (2) Eventhough they still had problems about the syllabus (66.7%) and the content of the textbook (33.3%), they and their students still use 'Grow with English' as their handbook.
- (3) There were three experienced English teachers in the school, and one of them teaches English at grade one and grade two, then another one teaches English at grade three and four, and the last teacher teaches English at grade five and six.
- (4) The use of Teaching methods were very variously such as the Contextual Teaching Learning (CTL), sometimes they modified the methods with Grammar Translation Method, Direct method, and Total Phisical Respond (TPR).
- (5) The time allocation of English Language Teaching in the school was thirty-fourty minutes/hour, and every grade has two hours/week, therefore the time was devided into three kinds; grade one and two has sixty minutes, grade three and four has seventy minutes, and the last grade or grade five and six has eighty minutes/week.
- (6) There were some teaching media for English subject at The school such as; tape recorder, CD, DVD, and cassettes, but no one English teachers (100%) used the teaching media in the classroom.
- (7) The evaluation system was conducted by using written test and oral test after the process of teaching learning in the classroom, and also at every semester for grade one until grade six. Only grade one and grade two (67%) felt still difficult in the evaluation system because of some reasons such as; the grade was too many students, she felt difficult to controll them one by one, some of them could not write and read yet, and the number of students was not proportional to the time allocation.
- (8) The manajement applied in the school was also very acceptable, therefore no body (100%) reject or claim to the headmaster about the applied leadership in the school.

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