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Identification of Barriers and Challenges to Teaching English at an Early Age in Indonesia: An International Publication Analysis Study

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Abstract--This paper will identify some of the barriers and challenges in teaching English early in Indonesia. We believe that teaching English as a foreign language has many obstacles and challenges that must be raised and published so that all parties with interest in teaching foreign languages in Indonesia, especially in early childhood, will receive enlightenment. So, we have first received much input from various data sources that we access electronically. All of our data is related to the purpose of this study, and we analyze it with a descriptive qualitative design under the control of a phenomenological approach so that the results will be valid and reliable findings. Based on the discussion of the findings, we can conclude that many teachers are often hampered by a lack of enthusiasm, limited study schedules, teaching resources, inadequate materials, and excess students in class. On the other hand, students have shallow learning motivation and very few skills related to learning English as a foreigner. Therefore, this is an insight for many parties who work in succeeding in English teaching in Indonesia.

Keywords---barriers, early childhood students, English teaching, foreign languages, obstacles.

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Introduction

One of the academic skills in Indonesia education is the ability to master English as a foreign language both orally and in writing (Mattarima & Hamdan, 2011; Aslan, 2019). Therefore, students have to spend three years in junior high school or high school, like it or not (Zaim, 2017; Suroso et al., 2021). However, even though students have been required to attend school for six years, there is no evidence that they have the competency skills expected by both the curriculum and the world of work after they finish college. Assuming that teaching after six years in school and four years in tertiary education, many also try to apply English language teaching starting at early elementary school and even preschool. Since the trials in private tutoring and the home setting are still private, this research aims to recognize what instructors confront when children at an early age are taught English as a foreign language (Kobidze, 2016; Suter, 2019). We thus analyze reliable data to identify the difficulty of English as a foreign language at this age. All parties who play a role in teaching English in Indonesia must know how to answer their duties that no more than 10 percent of teachers have the appropriate capacity for teaching tasks (Marcellino, 2015; Mattarima & Hamdan, 2011). Because the ability to teach English is closely related to the achievement of all English skills, namely speaking, writing, reading, and listening skills, these four skills absolutely must be mastered when Indonesian children are still in college, namely the need to understand literature and learning methods and the needs when children enter a work career. Because teaching English at an early age is designed to improve language skills through action (Aiguo, 2007; Fareh, 2010). The researcher sees that the foreign language teaching profession must have good, correct, and fun English skills when handling teaching, of course. This allows children to understand and love what their teacher has communicated fully. On the other hand, about 10% of students with poor learning skills and motivation succeed (Dearden, 2014; Paziura et al., 2021).

Therefore, teaching English is very important to start at the elementary or pre-primary school level (Zhetpisbayeva et al., 2016). With that, more and more Indonesian children can use local, national, and international languages. Later, children will communicate with many people within their country and at the international level (Rintaningrum, 2019). Thus, we see that it is essential for educators or parents of Indonesian children to apply English as a foreign language before entering the elementary school level, not like now the curriculum in Indonesia requires English lessons to start at the school after primary level.

It is also essential to apply English to the family environment before entering primary school (Zein, 2017). Because Indonesian children will be more prepared for the challenges of foreign languages when they enter secondary school besides, they start to be interested in national languages and even world languages where children can communicate with many people not only in their area but in the ASEAN region and even from other nations internationally (Acharya, 2014; Ginsburgh et al., 2007). One of the significant reasons Indonesian children should learn English and other foreign languages is to provide a better career in the future (Mukminin et al., 2017; Haryanto, 2018). Careers looking for skilled workers in the future will gain the ability to participate in more than one language

and be able to collaborate with all kinds of jobs and other business events (Gee et al., 2018).

For this reason, Wati (2011), claimed that if Indonesian children are more prepared with foreign language skills, they will get more job opportunities by mastering technology skills and other sciences. One of the mandatory criteria that are now acceptable in many businesses is speaking a foreign language rather than on a primary basis. We believe the higher the quality of a child's foreign language, of course, the more likely they are to be able to work and study in a business with national and international reputations with super rivals (Battelle, 2011).

In Indonesia, teachers in education face significant changes since distance learning (PJJ) has to be carried out during the epidemic. The development of ICT-based teaching materials is challenging for instructors to learn at a distance since they have not been accustomed to it. Many instructors have difficulties working with the teaching and learning process, computers, and other apps. There will also be numerous barriers to distance learning for pupils since they are not directly directed, and the understanding of the learning material becoming a burden for pupils (Assareh & Bidokht, 2011).

Not only did the inherent nature of other languages create barriers, but the recent breakout of COVID-19 was also known to have a worldwide expansion and substantial effect on human activities, particularly in the area of English education (Rahman, 2020; Putra et al., 2020; Sudarmo et al., 2021). The difficulties emerge in terms of teacher resources, school management, curricula, and English learning facilities. There are also varied. In order to prevent the spread of COVID-19 infections, educators and students must also observe government rules during the pandemic (Crawford et al., 2020). The government continues to do its best to continue online education and learning (on the network)—this project aims to identify the problems experienced by educators in studying remote learning during the pandemic. The author also wants to know about the teachers' attempts to increase the creativeness of English online. The National Association undertook this research to understand the challenges encountered by those working in education (Shamsitdinova, 2021).

Learning according to the method of rooting in a foreign language in school is an attempt to offer topics so that students can organize or arrange them more easily. (Richards & Schmidt, 2013). The key to a teacher's success is encouraging students not to become a psychological burden and remain enthusiastic about learning. The teacher's role is to help children learn through learning difficulties. In the learning process during the pandemic, the distance learning model is not yet prevalent in Indonesia, especially for early-age students. The government also hopes that future students and parents are interested in helping students while studying at home (Yao et al., 2020; Xie, 2020). So, it will benefit from off-school learning that is happening all over the world. The author states that instructors must have competence not only in content but also in technology. While in this study, learning English must be done creatively, learning about new media in the COVID-19 atmosphere. Because the teacher's skills can create interactions among students and teachers, it will have a significant impact on the educational achievement and learning English because learning with the hard work of

teachers and students' willingness to distance learning will help to learn and to teach work effectively and productively (Weinberger & Shonfeld, 2020; Vergara et al., 2019).

Findings of deficiencies that become obstacles for English language learners, such as self-confidence for teachers, are due to the high number of unqualified teachers in their duties (Yulianti, 2020). On the other hand, for example, due to limited learning hours in schools. Kaltsum (2016), the required English hours in elementary schools are still far less than the demands. At the same time, there is a lack of student readiness in vocabulary mastery. Makrifah (2018), which includes difficulties in mastering English grammar to reduce students' enthusiasm for learning. Meanwhile, another difficulty is the lack of friends to practice after returning home (Rahmat & Jannatin, 2018). Based on the above deficiencies, we believe that teachers have become obstacles in carrying out their duties and roles. So, this study has analyzed and proved the extent of these obstacles (Pelgrum, 2001).

Method

To answer the problem of our study, which aims to analyze what educators face obstacles and difficulties in delivering English lessons as a foreign language for children in Indonesia (Migilinskas et al., 2013). So, we have collected relevant literature and data in answering the problem. First, we searched with the help of digital searching on data based on Google scholar and other data sources. Next, we examine those involving analysis and coding critically under a phenomenological approach. We use a qualitative and descriptive study approach to analyze the handicaps experienced by the language of language teachers easily. In searching for literature, we use keywords such as "difficulty in teaching," "obstacles and challenges," "teaching kids," "English," "Foreign languages." We are targeting the latest data findings from 2010 to 2020 to get the latest data to answer important issues in teaching English to children who are not English speakers as a mother tongue. We designed the qualitative study under control, (Wyatt, 2013; Nadia, 2011) in the study "Overcoming low self-efficacy beliefs in teaching English to young learners."

Discussion

⁶ This section presents the findings of a ³ study of efforts to identify barriers and challenges to teaching English in early childhood in many educational contexts through analytical studies of various international publications (Susanty et al., 2021). We focus on issues related to teaching English and problems that are often faced in the educational environment (File & Gullo, 2002; Early & Winton, 2001; Stipek & Byler, 2004).

Barriers to teaching English for PAUD students teachers indicate that teacher communication in English for EFL students is crucial. The hypothetical premise in this study refers to several references. Familiarizing themselves with the school is a task to provide topics that make it easier for students to coordinate or organize them into significant examples (Alkbir et al., 2016). A teacher's way to advance is by inspiring students to continue learning and not become a mental

burden. [Khan \(2016\)](#), also studied the difficulties that transitional students from the Mianwali and Bhakkar areas have in studying English as a second language, Pakistan. English values situations with tutoring modes like compulsory subjects in Pakistan. After all, it deals with various problems in learning and the speed at which student disillusionment increases, which can be explored. Disappointment in this subject uses the method of disappointment in public judgment. Many components have been shown which are responsible for creating barriers in learning English. The investigation underscores the country's support by embracing positive ways of dealing with issues to strengthen the English situation.

[Ruwaimana et al. \(2018\)](#), noted that the wisdom and limitations of the use of technology among English educators in Indonesia. Holding this exam is to examine the insights and difficulties of English educators in implementing digital communication in the ELT study room. A purposive inspection strategy was used to select the subject of the investigation, namely 26 English instructors from 16 public high schools in Banda Aceh. The results showed that English instructors found accommodative technology in educating. However, limited time and equipment, combined with a powerless internet connection, such as a lack of information and experience, are barriers for instructors. [Çelik & Kocaman \(2016\)](#), results also indicate the obstacles to English language acquisition encountered by high school pupils. An interesting report is directed to explore the unknown types of dialectal English learning problems of insightful secondary school students in Turkey. Information was collected through open investigations and semi-organized meetings. The results have shown that high school students generally face phonetic, educational, emotional boundaries such as the absence of help and valuable assets.

Furthermore, [Madkur \(2018\)](#), findings of significant non-English instructors communicating in English is the obstacle experienced by adult students. This exam explores the challenges and issues that non-English teachers see as significant when they participate in English conversation. The limitations found need to be thought of to find answers for English language learning advancement among non-European study foundations. Experts track that these barriers can be organized into socio-social, phonetic, and relational problems. [Qizi \(2020\)](#), highlights barriers to learning English. The examination depends on a written investigation of an unknown dialect learning problem. It looks at the mental and instructive attributes of adults as learning subjects. In the second stage of the investigation, the barriers that exist within the language climate and beyond are considered.

[Qizi \(2020\)](#), boundaries in English language learning: an exploratory investigation presents English in Saudi Arabia as increasingly significant because of its monetary and innovative associations. Specialists are of the view that instructive goals will remain unattainable unless educating English learning is done correctly. The investigation investigated the barriers that students saw while learning English. The findings indicate that the barriers include learning tendencies, data maintenance capacity, etymological problems, and attitudes towards learning. Furthermore, [Yǎn \(2014\)](#), with social contrasts, namely barriers for local English educators in English as an unknown dialect setting, was

essential. This paper shows various social clarifications of correspondence reluctance in EFL study rooms, particularly in China, Japan and Vietnam. This also demonstrates some difficulties experienced by local-speaking teachers in the teaching and anticipated responses of English in an EFL environment. The study ends by examining the impact on teacher-student cooperation of many educational programs.

Salvo & de C Williams (2017), "What am I about the opportunity I have to speak in English? I am the whole man; I'm full man ": Emotional effects and obstacles for outcasts and refugees learning English. English language. Many displaced persons and refugee seekers in the United Kingdom do not have practical English exactly. The lack of capacity in the host country language forecasts evacuees' problems. This examination inspected what realizing English meant for exiles' lives, especially their passionate prosperity. The effect of learning English was essentially sure, related to independence, pride, and yearnings. Obstructions to learning English comprise different issues influencing exiles' ability to learn, restricted freedoms to communicate in English, and a feeling of disgrace related to the apparent absence of English language skills Mudra (2020), digital literacy amongst young students and their views on the advantages and fruits of English instructors and students. Eight youthful students and five EFL instructors participated in this personal investigation. Inside and out, semi-organized meetings were utilized to gather information. The outcomes portray that there are advantages and boundaries of computerized proficiency for youthful students in learning English. Computerized proficiency apparatuses are viewed as costly, unpredictable, and hard to utilize.

Aspinall (2006), utilizes a 'small society' worldview to clarify strategy disappointment due to unfamiliar dialect training in Japan. The Japanese school framework has been criticized for its powerless level of teaching an unknown open dialect. There has been agreement on the need to further develop execution in English education, especially among entertainers in terms of strategy making. The accepted practices, qualities, and assumptions that pervade Japanese school and college classrooms are cited as obstacles to improving the teaching of unknown dialects. According to Hadijah & Shalawati (2017), the obstacles for teachers to teach are that analysts concentrate the instructor's limitations on ICT reconciliation in displaying English. They discovered that ICT access, scheduling, a skilled turnaround of events, and exceptional help were seen by some instructors as the barrier. Research suggests that educators be encouraged entirely and supported in their teaching practice to use ICT.

FLSA perceived obstacles had been found by Malik et al. (2021). EFL university students' socio-psycholinguistic studies. EFL students from Pakistan are fighting for lack of solid mail and speech abilities. Language difficulties may be a dissuasion to some, especially EFL's mockery. The findings show that speaking anxiety can be started from students' self-understanding, which is identified with deduction, knowledge, and phonetic problems such as jargon, punctuation, pronunciation, theme novelty, sequencing, mental and emotional variables such as tension, restless and aloof character. According to Sharmin (2019) social-mental barriers for engaging language learning in adult EFL homeroom teachers in Bangladesh. Their findings assess the socio-mental boundaries that adult

homeroom students face while learning an unknown dialect of, for this situation, English. It also concentrates on how these barriers are bad for all measures of learning. The setting of this exploration was Bangladesh, and personal information was collected through face-to-face and online meetings. The meeting uncovered five critical difficulties faced by adult students: fear of new dialects, past learning experiences, homeroom nervousness, age, and inspiration.

Fondo & Jacobetty (2020), investigate emotional barriers in virtual commerce: the unknown scale of telecollaborative dialect anxiety essential. Virtual Exchange projects provide students with learning opportunities through online social associations and joint ventures. However, interacting online in FL with someone from another culture can involve an emotional test for students. Unknown Dialect Anxiety is a dysphoric and situational discomfort experienced by one in three FL students that suppresses correspondence and learning. The Telecollaborative FLA Scale is intended to examine the presence and impact of FLA in the VE condition.

Foreign language learning is an apprentice process utilized in communication and information in the working, studying, and commercial environment. Language learning is a learning process. However, English is only learned in schools and even in colleges but is not utilized by students, instructors, or the public to converse. That is what it says (Agustin, 2015). In the realm of education, English and the language that must be used in the general public in the social environment should be teaching. While English is still regarded or given a label as a foreign language, English is not a language utilized in daily life or a country's economic and social life (Gardiner, 2002). The Government of Indonesia has recognized the significance of English through five decades of incorporation into the school system. English has long been incorporated throughout high school. The English language has become an international language and has an even more significant impact in the contemporary world. The introduction of a foreign language for young learners also has benefits. Therefore, the Indonesian government has established the policy of introducing English in elementary schools. It is an optional policy. It depends on the requirements of schools and the community. The government does not provide learners and curricula. Teachers, curriculums, and facilities are the responsibility of the schools and the community. Teachers are one of the main components of education and the teaching and learning processes in schools. This was how they studied the English language teaching perspective of elementary school pupils.

Early learning English should be done in conjunction with Lee et al. (2011), most engaging learning medium. This means that English is the world's most commonly used communication and information language. English is thus extremely essential to learn and must be taught from an early age. Fatmasari & Narius (2018), also agree that through media-style teaching, children, such as the application of the Barbie Games method, are very effective in teaching speaking and writing for children who are beginning to learn. Learning should understand that children get a second language if they are involved in the child's favourite word. While unconsciously, children will acquire their first language through everyday life in their families. This method must be applied to Indonesian children to overcome the difficulties and unfamiliarity of the English language

(Songbatumis, 2017). All experts believe that acquiring a second language is more for language knowledge and can be applied in a pleasant environment.

From our series of findings in the publication of English language teaching journals, we understand that the challenge for novice learners is in teaching children to speak and write who, among other things, do not know what their teacher is explaining. Moreover, they are teachers who are native speakers of English (Shin, 2008). Another difficulty relates to motivation where teachers do not understand how to motivate students to be active and love English as the language they want to succeed in (Chalak & Kassaian, 2010). Other difficulties, for example, are differences in which students feel, such as differences in culture, mother tongue, socioeconomic, and family background (Souriyavongsa et al., 2013). If we look at the facts in Indonesia, with the condition of the study room being extensive, teaching large classes will also be an obstacle in itself. So, it is challenging to apply discipline. So the difficulty of teaching English in non-English countries is very pronounced and difficult to achieve in practice. Because most non-native students experience fear, they question their teaching ability, and teachers should be more aware of the teacher's self when they teach in English. So they should be able to adopt strategies and approaches to overcome their obstacles and English proficiency. On the other side, instructors frequently complain that interacting with pupils in the classroom is losing their spontaneity and inventiveness, the challenge of second language English (Jabeen & Akhtar, 2013).

Lack of resources is another obstacle, according to our review. In-home courses, children can learn to use projectors, whiteboards, computers, and fantastic internet programs (Palacios-Ceña et al., 2019). However, when in school, the atmosphere will be different. This situation is different when teaching in public schools where the conditions and abilities of the school are minimal, both in terms of material and commitment of the leaders. Not to mention the limited support for education administrators. The only aspect of the learner is creating barriers to language acquisition. Another issue is that children are not given time to play outside of school. Another problem is written grammar, another challenge that instructors face in teaching English. Students may find it challenging to write effectively in a second language, as their native language may have different time and support requirements (Hyland, 2019).

We are dealing with teacher problems in teaching English. Solve environmental problems in the classroom. There were also very few educational resources for the other barriers we studied. It is doubtful that a large number of students will concentrate on learning. The problem with the curriculum is the manufacture of inappropriate teaching materials. In addition, the use of languages other than English is disturbed (Matsuda & Friedrich, 2011).

Conclusion

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Based on the findings of the research and the analysis of the data, the conclusion of many studies to evaluate the obstacles and difficulties of early English education in Indonesia will be presented in this section. To obtain the results, we have attempted to analyze the findings of several previous studies. So, in general,

we can conclude that the main obstacle. From the results of the study, it shows that students' difficulties in learning and understanding English material are triggered by several things, especially the teacher's less than optimal ability in presenting learning by not mastering learning materials, not using appropriate methods and media, and less able to manage classes and unavailability of handbooks or textbooks for students. Other factors could have been from students' family, and learning motivation as children will learn more, parents and teachers are more dedicated to learning and teaching.

Based on the findings above, the recommendation is that students should have a more extraordinary passion and desire for studying, particularly in English. The excitement and desire of pupils to study must be increased for the instructors, particularly in English. Teachers need to explain more in detail by utilizing learning material to make it easier and understandable. Teachers are required to build learning through learning means, modeling, and more appealing techniques to the students. For more scientists, Studies on learning problems for primary school children must be conducted in greater depth. Researchers must perform comparable experiments with various individuals to determine how tough it is to learn English.

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