
**ENGLISH INSTRUCTION DELIVERY IN GRADE 5 AT HKBP PERDAMEAN
ELEMENTARY SCHOOL: CHALLENGES, STRATEGIES, AND LEARNING
SOLUTIONS**

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ABSTRAK

Kemampuan guru dalam memberikan pengajaran Bahasa Inggris berperan penting dalam mendorong keterampilan berbahasa siswa sekolah dasar. Penelitian ini bertujuan untuk mendeskripsikan praktik pemberian pengajaran yang dilakukan oleh guru, kendala yang dialami siswa, dan solusi pembelajaran yang dapat dilakukan di dalam kelas. Penelitian ini menggunakan metode kualitatif deskriptif melalui wawancara dengan guru kelas, yaitu Ibu Ema Niracan Situmorang, S.Pd., Gr., dan penyebaran angket kepada 20 siswa kelas 5. Hasil penelitian menunjukkan bahwa siswa masih menghadapi kesulitan dalam pengucapan, penulisan, mendengarkan, dan keberanian untuk menanggapi instruksi. Guru telah menerapkan strategi seperti pendekatan berbasis gestur, penerjemahan bertahap, permainan peran, dan pembelajaran berbasis masalah. Penelitian ini menghasilkan beberapa alternatif solusi untuk meningkatkan pemahaman siswa terhadap pengajaran Bahasa Inggris, termasuk pembiasaan kosakata dasar dan penguatan kegiatan bahasa yang menyenangkan.

Kata Kunci: Pengajaran Bahasa Inggris, Siswa Sekolah Dasar, Strategi Guru, Kelas 5.

ABSTRACT

Teachers' ability to provide English instruction plays an important role in encouraging the language skills of elementary school students. This study aims to describe the practice of providing instruction carried out by teachers, obstacles experienced by students, and learning solutions that can be carried out in the classroom. The research used a descriptive qualitative method through interviews with class teachers, namely Mrs. Ema Niracan Situmorang, S.Pd., Gr., and the distribution of questionnaires to 20 5th grade students. The results of the study show that students still face difficulties in pronunciation, writing, listening, and the courage to respond to instructions. Teachers have implemented strategies such as gesture-based approaches, gradual translation, role play, and problem-based learning. The study resulted in several alternative solutions

to improve students' understanding of English instruction, including habituating basic vocabulary and reinforcing fun language activities.

Keywords: *English Instruction, Elementary School Students, Teacher Strategy, Grade 5.*

A. INTRODUCTION

Learning English at the elementary school level is an important part of preparing students for global developments. At the age of 10–11 years, students are at the stage of cognitive development of concrete operations as described by Piaget, which is the stage when the child more easily understands concepts through real examples, direct actions, and concrete experiences. Therefore, the provision of English instruction at this level requires a clear, simple approach, and is supported by various forms of visual and verbal assistance.

Instruction is one of the most frequently used parts of the learning process. Richards and Schmidt explained that instruction is a form of direct communication that provides direction for students to perform certain actions in learning. Instruction that is unclear or too complex can cause students to be confused and lose focus. In learning a foreign language, this difficulty becomes greater because students do not have enough vocabulary and experience in English.

Children tend to understand language through behavioral patterns and direct experience. Cameron emphasized that children need gestures, clear intonation, repetition, and visual examples in order for them to be able to understand and respond to English instructions. But in practice, many elementary school students still experience obstacles due to limited vocabulary, lack of exposure to English in the school and home environment, and fear of being wrong when trying to respond to teachers' orders.

Krashen through the concept of *Affective Filter* explains that anxiety, fear, and lack of confidence can hinder language comprehension. This condition is often found in elementary school students who are worried about giving wrong answers and are embarrassed when ridiculed by friends. This situation shows that the provision of English instruction is not only related to linguistic ability, but also to the emotional atmosphere that the teacher creates in the classroom.

Teachers play an important role in ensuring that instruction can be received optimally by students. Vygotsky through the concept of *Zone of Proximal Development*

(ZPD) emphasized that children will be easier to understand a new language if the teacher provides *scaffolding* or gradual help, such as giving examples, slowing down speech, using body movements, and using a proportionate amount of mother tongue. This form of support is indispensable in learning English at the elementary school level.

In the context of SD HKBP Perdamean, English learning has been implemented for several years, but the ability of 5th grade students to understand instruction still varies. There are students who understand quickly, but many also require repetition many times. This difference shows the need for a more structured and consistent strategy so that instruction can be easier understood by all students.

This study seeks to provide a comprehensive overview of the process of providing English instruction in the classroom, the challenges that arise, and the strategies used by teachers. In addition, this research also offers learning solutions that can be applied to improve student understanding gradually and continuously.

B. METODE PENELITIAN

This study uses a descriptive qualitative approach because the researcher wants to describe the conditions of English learning in grade 5 directly and as it is without manipulating the ongoing learning process. This approach allows researchers to understand the experiences of teachers and students more deeply, including how instruction is given, how students respond, and what factors affect their level of understanding. With descriptive qualitative, the data collected is not converted into numbers or statistical calculations, but is analyzed through words, experiences, and behaviors that appear during the observation process.

The research data was obtained through direct interviews with 5th grade English teachers, namely Mrs. Ema Niracan Situmorang, S.Pd., Gr., who already has a long teaching experience in elementary school. The interviews were conducted in depth to dig into information about the way he gave instruction, the challenges he faced in the classroom, and the efforts that had been made in helping students understand the English commands. In addition to interviews, the researcher also used questionnaires given to 20 5th grade students. This questionnaire aims to find out the extent of their understanding of the teacher's instructions, what makes them difficult, and how they feel when they have to respond to commands in English.

All data that has been collected is analyzed in stages. First, the data was reduced by selecting information that was relevant to the focus of the research, namely instructional practices, student barriers, and learning strategies. After that, the data is presented in the form of a long description so that the relationship between the components found during the study can be seen. The final stage is to draw conclusions from the patterns seen in the data. Analysis is carried out continuously during the data collection process so that the findings that emerge truly reflect the real conditions in the classroom, not the one-sided interpretation of the researcher. With this process, the research is expected to be able to provide a rich and valid picture of the provision of English instruction at SD HKBP Perdamean.

C. RESULTS AND DISCUSSION

The results of the study show that teachers strive to provide consistent English instruction even though students' abilities are still diverse. In practice, teachers not only rely on verbal language, but also combine English with Indonesian to avoid confusion for students. He uses hand gestures, facial expressions, and direct actions to help students relate the meaning of instruction to the activities that must be done. This method is especially helpful for students, especially when instruction involves simple actions such as opening a book, writing, or repeating a word. The teacher said that the use of body language is an important tool to ensure that the message can be understood, especially for students who do not have a strong enough vocabulary.

From the results of interviews and questionnaires, it was found that students still face some major difficulties. One of the most common ones is difficulty in pronunciation. Students often have difficulty imitating the sounds of words in English because the pronunciation of Indonesian is very different from English. They tend to read words according to the spelling so that the pronunciation is far from the example given by the teacher. In addition, the ability to write or write is also still low. Many students still mistakenly copy words from the board even though the teacher has given a very clear example. This difficulty shows that most students are not familiar with the shape of letters and spelling patterns in English.

Listening skills are also a big challenge. Some students need to repeat the instruction more than two or three times before they can understand the point. Even after the

instructions are repeated, some students still see friends to ascertain what actions to take. Conditions like this show that the English input they receive on a daily basis is still very limited. Another obstacle that is also seen is the fear of students to ask questions when they do not understand the instructions. Many students choose to be silent rather than raise their hands because they are worried that they will answer the wrong answer or be seen as less intelligent by their peers. This passive attitude is in line with the findings of the questionnaire which showed quite extreme variations in ability, where the highest score reached 100 but the lowest score was only 20.

Teachers apply several strategies to overcome these challenges. One of the strategies that is often used is to integrate instruction in problem-based learning (PBL) activities. This strategy engages students in real tasks so that they learn to understand the instructions while solving simple problems. Teachers also implement active learning activities such as language games, small questions and answers, and role plays so that students get used to listening and responding to instructions in a fun atmosphere. The repetition of vocabulary related to daily activities is carried out almost every meeting so that the words are more firmly embedded in the students' memories.

In this discussion, researchers found that the challenges of pronunciation, writing, listening, and self-confidence are not solely due to students being less capable, but rather because of the lack of English habits and exposure they receive. For this reason, the solution that can be done is to provide consistent habituation of basic vocabulary so that students not only memorize words for momentary needs but also understand their meaning. Teachers need to repeat instructions with variations in delivery, for example through gestures, pictures, or real examples, so that students with visual and kinesthetic learning styles are also helped.

Structured pronunciation exercises are also very important. Activities such as chanting, repetition drills, or reading together can allow students to practice pronunciation without feeling pressured. In addition, teachers need to create a safe classroom environment, where mistakes are seen as part of the learning process, not as failures. When students feel safe, they will be more courageous to try to say a word or respond to instructions without fear. Reinforcement through role play and language games has also been proven effective in making students more active. Visual media such as word cards,

short videos, or concrete objects can provide students with a clear picture of the meaning of the instruction being delivered.

D. CONCLUSION

Based on the results of the research, it can be concluded that providing English instruction in grade 5 of SD HKBP Perdamean is a process that requires careful attention and strategy. Teachers have made efforts to provide instruction in a child-friendly manner, combining verbal language, body language, and concrete examples to help students understand commands. However, some students still have difficulty in pronunciation, writing, listening, and the courage to respond due to limited vocabulary and low exposure to English in daily life.

This research shows that students' success in capturing instruction is highly dependent on habituation and consistency. Habituation of basic vocabulary, repetition of instructions with delivery variations, structured pronunciation exercises, and the use of visual media are important parts in improving students' abilities. Teachers also need to create a safe classroom environment so that students feel confident to try to respond without fear of being wrong. Activities such as role play and language games can provide students with hands-on experience in using instructions in a natural and fun way.

Overall, this study confirms that ongoing support is needed so that students can thrive in understanding and using English language instruction. This process cannot be achieved in a short time, but through consistent, directed, and student-centered learning. With the right strategy, students can gradually improve their understanding of English instruction and become better prepared for language learning at the next level.

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