

Analyzing The Story of An EYL Teacher First Time Dealing with Students' Characteristics in Teaching English: Narrative Inquiry

Nilna Hidayati Zulaini

English Education Study Program Universitas Islam Malang

Email: 22101073030@unisma.ac.id

ABSTRACT

Based on real life, this research was conducted in qualitative research. With experienced teachers of English education in elementary school research becomes a narrative inquiry. Here the method is using interviews in voice notes on WhatsApp with the teachers in elementary school, especially English teachers. From their stories teacher perceptions of the characteristics of students. The collecting data is just one participant, a teacher in Ponorogo city. The finding is that teacher strategies or motivations to deal with characteristic students, and teacher anxiety when teaching English in elementary school. In addition, this research suggests teacher strategies to deal with students' characteristics.

Keywords: *EYL Teacher, student characteristics, teaching English, narrative inquiry*

INTRODUCTION

Narrative inquiry is a personal story from the participant. This design people use to analyze the personal story in the past. This analyzes an EYL teacher's first time dealing with students' characteristics in teaching English. Becoming an EYL teacher is not something easy. Should have a lot of patience when teaching them. Many cases and strategies for dealing with students' characteristics. We can get from teachers' experiences in dealing with students' characteristics. Sometimes teachers get depressed or stuck ideas in dealing with students. With narrative inquiry, people can learn from teacher experiences. EYL students that not easy students. When teaching them that is more difficult than Junior High School and Senior High School. Well, teachers should have their own strategies to teach or dealing them. Choosing this theme, because we can know their strategies and can share each other. Share the teacher's experiences in teaching. This research focused on EYL teachers in Ponorogo. Based on the assumption that early English instruction is a fundamental investment in this increasingly globalized world, introducing English to primary school has been implemented by many countries in the world (see Garton, Copland, & Burns, 2011).

When teachers teaching should be patient, and support learning such as curriculum and syllabus design, lesson planning, materials development, and program evaluation. They also include aspects of teachers' knowledge and skills such as teachers' awareness, classroom management, interaction, teaching language skills (reading, listening, speaking, writing, grammar, and vocabulary), assessing language skills, and using the appropriate approaches, methodologies, techniques, and strategies (Brown, 2007; Richard, 2015). To achieve all teacher achievements, teachers must organize or handle the class as best as possible. Pragmatics deals with language in use and the contexts in which it is used, whereas register refers to a variety of languages determined by subject matter (Fromkin, Rodman, & Hymas, 2014).

Teachers use good language when they teach or talk to students for students can be a good example and can change the character of students. In teaching research, learning strategies are conscious, teachable, intentional, self-chosen, and self-regulated thoughts. It was also observed that successful learners are capable of using various learning strategies properly compared with unsuccessful learners (Oxford, 1996). The purpose of doing this research is to learn from teacher experiences that are so important because you can learn from mistakes and correct mistakes so that in the future you can be better at learning, especially when dealing with very deserving student characters. The researchers, the students' orientations, attitudes, and individual personal

characteristics are more of their concern since they believe these students may have been influenced by certain factors or developed certain attitudes. There have been some opinions that if a student does not feel the need of acquiring the second language to function either within or outside his/her community, most probably this student will have a negative attitude and will not be interested in learning the language.

METHOD

In this study, the researcher used qualitative research, especially narrative inquiry. This research was conducted to people share their own experiences or past stories. The researcher as the listener then the participant as the narrator become one collaboratively to construct meaning from the story (ubaidillah,2024). Analyzing EYL Teacher stories in teaching english. The instrument to collect data is an interview. The researcher interviewed participants via voice notes in Bahasa pass on WhatsApp, then transcribed them, and translated the language to English. from via voice notes, because the researchers and participants happened to be far apart, so the main simple way was via voice notes on WhatsApp. the data was then analyzed to explore in detail the story.

Based on the project, the researcher asked five questions to the participant, then the researcher collected the information. The study selected one participant in the interview. The participant is a teacher of English education in an elementary school who teaches the students and dealing their characteristics. This is important because from teacher experiences can learn what strategies to dealing students' characteristics. Explore experiences so important. The participant's name is Fariz 32 age. As part of the interpretive analysis process, the researcher used narrative participant as a collective story. The following questions were addressed in the interview:

1. How did you feel when you first encountered student characters in teaching English at MI?
2. What strategies do you use when dealing with/handling their characters?
3. Do you have anxiety when teaching English? Explain!
4. What motivation do you have in teaching students and dealing with student characters?
5. How do you deal with students who are very difficult to manage/stubborn? Do you have a special method? Explain!

From these questions, the researcher can get the main strategies teachers to deal with students' characters. By using questions that are appropriate to the project theme, it will be easier for researchers to analyze it, because you get what you want to look for in the problem. Here is the data analysis from the interviewer's questions. Here the research uses thematic analysis to contain the data of the interview.

TABLE 1. Teacher answers to interview and contain data

QUESTIONS	ANSWERS	Open Coding	Axial Coding	Selective Coding
1. How did you feel when you first encountered student characters in teaching English at MI?	The first time I felt socked when dealing with them. They have a lot of characteristics, and I'm as a teacher should patient with them. Well, I should have my own strategies to deal with them. Sometimes I will be tough with them.	-socked dealing them -patient with them	-teacher first time meets a new students	-teacher experiences
2. What strategies do you use when dealing with/handling their characteristics?	I make some strategies when teaching them, especially in teaching them. When I teach a material, I make some fun games for them or songs. With this	-fun games or songs in teaching -enjoy in the class	- teaching students	- strategies for teaching students

		strategies, they can more understanding and enjoyable when learning english in my class, and they can interested in my strategies.			
3.	Do you have anxiety when teaching english? Explain!	My anxiety when the students don't understand my explanation. That really makes me anxious. When the anxiety comes, I should handle it and make me relax.	-students don't understand about the material -handle it and make it relax	-teacher anxiety	- how to handle the anxiety
4.	What motivation do you have in teaching students and dealing with student characters?	My motivation is my enthusiasm for teaching or inviting students to learn. If students can grasp the material taught, it means I have succeeded.	-enthusiasm for teaching English - students can grasp the material	-teachers motivation	-teacher success
5.	How do you deal with students who are very difficult to manage/stubborn? Do you have a special method? Explain!	In particular, I approached them and asked what the problem was, on average, children who are stubborn and difficult to control don't pay enough attention at home, so they have to ask and approach them.	-approached students -more attention to students	-handling students	-teacher strategies to handle students

RESULT AND DISCUSSION

Fariz's story: First feeling to deal with students' characteristics

Fariz is an English teacher in elementary school. He has been teaching English for 5 years. He teaches English so much fun and enjoys, it because he likes English. he has a lot of experience when teaching english in elementary school. The first time he taught the students he felt dizzy and had difficulty dealing with their characteristics. His anxiety is back, and he expressed his experiences: "... the first time I met them, I was so shocked to deal with their characteristics and difficult to deal with them. In elementary school a lot of wayward students and sometimes I a little hard to deal with them. Class one until four that too difficult than class five and six".

Teachers feel that the first time dealing with students' characteristics it is not easy. Should have a big patience to deal with them. To be a teacher is not something easy. A lot of challenges to becoming a teacher, especially elementary school teachers. Teachers should be sincere in deal them. They should have their own strategies. The teacher's job is to teach and educate children. Just like their parents. So as a teacher, you have to be patient in facing all the challenges at school. Teachers are the unsung heroes. Being a teacher also means a lot to students. Teachers have so much to gain by sharing knowledge with students. This assumption is derived from the theory of Oxford who emphasized that, it is important to examine the learners themselves as a whole person, not simply focusing on intellectual aspects of strategies. It means that if learners can choose which strategies are appropriate for them, then it will be very helpful for their learning.

Strategies to deal with or handle their characteristics

Students have many characteristics. There are many different student characters. So as a teacher you must be able to understand and win over students, especially elementary school children. As an elementary school teacher, don't scold or shout at students, because this can damage the student's mental state and will have an effect until adulthood. I used to be scolded when I answered a question incorrectly, so even now I'm afraid to answer or ask questions. But I fought

that fear with my courage, and I thought that everyone would definitely not be evil and not treat me like I did in elementary school. Today's students do not have any harsh actions against them. The alpha generation is so far from my era. They now have to be loved and cherished, more precisely pampered and cared for. Well, the teacher should have their own strategies for dealing with them. Strategies that can make students comfortable and win their hearts. As a teacher, you must also smile and be close to students. So that students are comfortable. Teachers should be creative and have the motivation to teach students in elementary school because that is more difficult than in junior or senior high school. Strategy in teaching material to elementary school students is very important, if students do not pay attention to the teacher when teaching and are not interested in listening to them, the students will be busy in class and not pay attention to the teacher. Students can also fight with their friends, because students may focus more on their friends than on the teacher if the teacher is not creative in teaching them. It can also be detrimental to students and teachers. Detrimental to teachers because teachers will be more tired of calming students and detrimental to students because they do not gain new knowledge. So this is a very important strategy in teaching elementary school children. He has their own strategies. He said:

"...strategies for dealing with students characteristics in teaching english that I should make a class to be more fun and make them feel happy. I make the material become some fun games or songs to attract students attention well they can study with happier."

He has successfully implemented this strategy and the results are very satisfying. Students become enthusiastic in participating in class learning and those who usually skip class are now diligent because the learning model is very fun and makes them happy. by singing, the material being taught will be easier for students to remember compared to memorizing which usually makes students feel bored and end up being alone in class and not paying attention to the teacher. I usually practice playing games in grades four to six because they understand the game instructions more easily and catch them more easily than students in grades one to three. Strategies are so important for teachers because when teachers don't have their own strategies to deal with students' characteristics, I think teachers can be depressed and anxious. It can be detrimental to yourself and your students.

Anxiety in teaching English

Every person ever has anxiety. Anxiety is the biggest thing that can harm yourself and even others. If we are anxious, we will definitely hesitate or hesitate to do the next thing or move forward. Anxiety comes from the mind and heart which flows throughout the body. Everyone can experience anxiety. Even a teacher also has anxiety when learning or dealing with a wide variety of student characters. But we can fight this anxiety ourselves, with the help of other people, but in the form of support. Anxiety can be fought by always thinking positively and being confident about what is in ourselves. So don't ever feel like you are the weakest and stupidest. So fight anxiety with courage and determination for yourself. Teachers do have anxiety, especially in teaching english, but every anxiety teacher is different. He said:

"... I have anxiety when teaching english to elementary school students. My anxiety is when I have to explain or teach them, then they don't understand that really makes me anxiety and confused and sometimes I feel fail to be a teacher."

The teacher does have anxiety about teaching. Teaching is not an easy thing. So a teacher must really be able to make his students understand the material being taught. So the teacher must carry out any strategy until the students really understand and understand. When his anxiety grows when students don't understand the material he is teaching, he will use other strategies so they can understand the material. So a teacher must try to make his students successful. So a teacher must have lots of ideas and creativity in terms of learning, don't be defeated by the anxiety that is fighting against you. Everyone has anxiety., but anxiety doesn't always stay within us, anxiety can disappear if we have positive thoughts and we believe can through it all. Positive thoughts can turn bad into good, so keep positive thoughts in any situation.

Motivation to teach and deal with students' characteristics

The teacher should be motivated for their self. With motivation, they can spirit to teaching students. We must be able to instill motivation in ourselves. Because motivation is very important, if people do not have motivation, they will definitely lose direction. A teacher must also have high motivation in teaching, especially in dealing with student character. Motivation to develop yourself is very important. His best motivation in teaching english:

"... I have to be enthusiastic about teaching students so that they can get to know english more deeply and can learn english happily."

Big motivations can help teachers when teaching english and dealing with students' characteristics. That motivation is not about teachers but for students too. To be a teacher you must be able to motivate yourself and your students, because students also need motivation from teachers, not only from parents. Because usually the teacher's motivation is always remembered by the students. So being a teacher must be enthusiastic motivating students in learning. Students' success means the teacher is more successful. If students are given motivation, they will be more enthusiastic about learning and the students' character will change to become diligent in learning in class.

Big strategies to deal with students who are very difficult to manage

The teacher is a creative person. Thus, teachers should deal with all student's characteristics and students who have difficulty learning about English language. because teachers must be able to educate and manage their students. Because a teacher is an example for his students. Then, he said:

"... my strategy is to approach them and ask them questions because on average students are stubborn because they lack attention from their parents, so I approach them, I invite them so they can study comfortably."

Approach them is so important because they need affection from people, especially parents and teachers. Then they can begin to have a desire to learn well and correctly and obey what the teacher says.

This research aims at primary teachers' experiences dealing with students' characteristics. That identifies the strategies to deal with them, and motivation when teaching the students. From the insight from this study or our experiences, we can learn more. Many problems and experiences have been resolved with him. Many programs and strategies when dealing with students' characteristics. Here his first time feeling that shocked and hard to handle them. The Teacher also has his strategies to teach them by making the material to be songs and make the class feel happy and enjoy for students. He also has motivation for himself. Then he has his own special strategies for students who are very difficult to manage. Behind that he also has anxiety. When his students do not understand the materials, he really feels anxiety. He feels that he fails in teaching English to students when his anxiety comes back and he fights anxiety with courage and determination for himself. This research compares with other literature. Interestingly, teachers at schools with primary children from low-SES families rarely mentioned the problem of no guidance and support, whereas the teachers at the other schools did experience this problem (Lisa Gaikhorsta, Jos Beishuizenb, Bart Roosenbooma, and Monique Volmana 2016) The teachers themselves thought that the reason for this difference could be that schools with students from low-SES families receive more money from the government and can thus invest more in support.

Teachers thought that there is not enough time to establish strong support structures for beginning teachers in schools, because these are very often large schools that must manage many complex issues. The difference between them is that in the research the teacher can handle his anxiety with himself but the literature doesn't get the guidance and support from people. He can't handle the character's students. The teachers, who experienced this difficulty, saw it as typical for teaching in an urban school because relatively many non-Dutch children live in cities. Most of the teachers who did not experience this problem mentioned having a good method for addressing language deficiencies at their school's problem (Lisa Gaikhorsta, Jos Beishuizenb, Bart Roosenbooma, and Monique Volmana 2016). This is the same with the research having good teaching for students to dealing students characteristics and students from native speakers like

Indonesian and urban. The same learn the English Language. Very often, you pay a lot of extra time and attention to the less intelligent children, but you have also children who are highly intelligent. You let them just join the group, while you should lift them up. I find this very difficult as a beginning teacher (Lisa Gaikhorsta, Jos Beishuizenb, Bart Roosenbooma, and Monique Volmana 2016). The same strategies with the research. The differences in the literature as a beginning teacher spends time to attention the students so difficult, but the research can handle it. There are three comparing with other literature.

CONCLUSION

In this research, the teacher has his own strategies for dealing with students' characteristics, for example, making fun games in the class and singing together, and then students are interested in the class situations. From his strategies, he is used to dealing with students' characters and is starting to enjoy teaching in class. When he first taught students, he was shocked, but now he can handle it all. The teacher has a big anxiety when students don't understand the material. Teachers should have positive thinking and strategies to deal with students. EYL teachers must be able to approach students who have personal problems or are quiet in class. Must be approached so that students are not afraid. This is one of the effective strategies for overcoming weak student characters. From this interview can get the point, that every teacher has their own strategies and anxiety in dealing with students' characteristics in teaching English.

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