

# TEACHING ENGLISH AT SD NEGERI JERUK, MAGETAN IN 2022/2023 ACADEMIC YEAR: CHALLENGES AND COPING STRATEGIES

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## **Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan tantangan yang ditemukan dalam pengajaran bahasa Inggris di SD Negeri Jeruk, Magetan dan strategi coping untuk mengatasi tantangan yang ditemukan dalam pengajaran bahasa Inggris di SD Negeri Jeruk, Magetan. Subyek dari penelitian ini adalah guru bahasa Inggris di SD Negeri Jeruk Magetan dan siswa kelas V SD Negeri Jeruk Magetan. Objek dari penelitian ini adalah tantangan dalam mengajar bahasa Inggris di sekolah dasar dan strategi coping untuk mengatasi tantangan yang ditemukan dalam mengajar bahasa Inggris di SD Negeri Jeruk, Magetan. Penelitian ini merupakan penelitian kualitatif dan data diambil dari wawancara dan observasi. Hasil dari penelitian ini menunjukkan bahwa ada tantangan dalam mengajar bahasa Inggris di SD Negeri Jeruk, Magetan, tantangan berasal dari faktor internal dan faktor eksternal dan untuk mengatasi tantangan yang ditemukan dalam mengajar bahasa Inggris di SD Negeri Jeruk, Magetan, guru menggunakan strategi kognitif dan siswa menggunakan strategi kognitif, strategi kompensasi dan strategi meta-kognitif.

**Kata Kunci** : *Tantangan Pengajaran Bahasa Inggris, Strategi Coping, Pembelajaran Bahasa Inggris di Sekolah Dasar*

## **ABSTRACT**

This study aims to describe the challenges that found in teaching English at SD Negeri Jeruk, Magetan and the coping strategies to overcome the challenges that found in teaching English at SD Negeri Jeruk, Magetan. The subjects from this research are the English's teacher at SD Negeri Jeruk, Magetan and the students from V grades at SD Negeri Jeruk Magetan. The objects from the research are the challenges in teaching English to primary school and the coping strategies to overcome the challenges that found in teaching English at SD Negeri Jeruk, Magetan. This is a qualitative research and the data taken from interview and observation. The result from this study show that there were the challenges in teaching English at SD Negeri Jeruk, Magetan, the challenges come from internal factors and external factors and the to overcome the challenges that found in teaching English at SD Negeri Jeruk, Magetan, the teacher used cognitive strategies and the students used cognitive strategies, compensation strategies and meta-cognitive strategies.

**Keyword** : *The challenges in Teaching English, Coping Strategies, Teaching English in Primary School*

## **1. INTRODUCTION**

English is an international language that must be mastered by everyone. English is very important because English is the language of communication throughout the world. It was chosen because English is considered easy to learn by anyone. Especially with the rapid progress of this era, English seems to be very mandatory to be mastered by everyone. The development of this era requires anyone to be able to speak English. According to Ricard & Rodger (1986) not a few people in all countries use English as a means of communication in various important international events. According to Alam & Lestari (2019) English is one of the international languages that must be mastered. English must be mastered because almost all international sources of information in various fields of life use English. English has become an international language because it is considered an easy language to learn. In addition, the spread of English is very wide.

However, until now there are still many students who find it difficult to learn English. The reason is, they feel that they are unfamiliar with the language they rarely hear in everyday life, they also feel that the grammar is too complicated. According to Sophya (2014) learning English besides speaking, reading, writing and listening skills there are linguistic components that must be considered in learning English, namely vocabulary, pronunciation and word structure. English is too difficult to understand because it uses a foreign language not their own language. Often their lack of understanding leads to a lack of interest in learning English, instead of making them want to learn it even more. However, if someone has been taught English from a young age, then a person's sense of pleasure and curiosity about English will be embedded in them. Therefore, learning English is better given starting from the most basic level in education. In line with Saraswati et al. (2020) that stated that the purpose of English being taught at the primary school level is as a basis for supporting students at a higher education level.

At the primary school it is the right time to introduce children to English. In addition to the education provided by the parents of each child, the provision of English language learning in formal education at the primary school is also important. As stated by Wijaya (2015) that for education in Indonesia the ability to use English is a skill that must be mastered by students from the start. The learning English at the primary school was removed from the Indonesian Education curriculum because the main focus of learning in primary schools is literacy and numeracy. Even though English is an important lesson to be taught. As said by Sya & Helmanto (2020) that English is a necessity that is used by every student to face the future. Like at SD Negeri Jeruk which is located in Kartoharjo District, Magetan Regency, learning English in few years ago was removed and in academic years 2022/2023 was the first time the learning English taught again in this school. Learning English is only carried out in a few classes, not all classes are given English learning materials. Even though the provision of English learning in primary schools is no less important.

In every English lesson there are bound to be difficulties faced by both students and teachers. Learning difficulties are a condition where a person encounters a disturbance during the learning process (Utami, 2020). From these difficulties will usually arise a challenge in learning. According to (Susanthi, 2021) the main challenges in learning English come from difficulties in pronouncing words, the number of vocabularies that mastered and the grammar. Because these three things are very different from learning Indonesian.

To overcome the challenges that found in teaching English the teacher and the students used coping strategies. The coping strategies can be a learning strategy. Learning strategy are very influential on students' understanding of the learning material provided. As said by Lismay & Zubaidah (2019) that the selection of the right strategy will make students able to optimize their potential. In addition, the method can also affect students' motivation, especially for elementary school students, the learning method chosen in providing English language learning must be very precise. According to Setiyadi, (2020) the teaching method is the practice of theoretical findings; Learning methods may have evolved from theory and then applied. At this time many learning methods have been developed to support various characteristics of students. Learning methods develop because of new demands from the problems faced when learning is given.

The challenges that found in teaching English can overcome with the varied strategies require a teacher to have the right choice to be applied to learning English at the primary school. At this time there are many learning strategies, one strategy of learning English that is often used by teachers is the cognitive strategy. As stated by Erkinovna (2022) that children aged 6-7 years do not understand the meaning of data, but memorize it mechanically. Other than Dulay, Burt, and Krashen (1982:78) believe that children under the age of ten years are much better at acquiring a second/foreign language than children entering puberty. So, in learning English at primary school, the cognitive strategies is suitable to be applied. Cognitive strategies are the learning strategy that focuses on the process rather than the results obtained. In learning English at SD Negeri Jeruk the teacher applies several learning strategies, one of which is the cognitive strategies as the coping strategies to overcome the challenges that found in teaching English. The teacher chooses a cognitive strategy because this strategy is suitable to be applied to primary school students.

SD Negeri Jeruk is one of the elementary schools located in the outermost part of Magetan Regency. Because it is the outermost part of the district, this school still needs special attention regarding the lessons it organizes. Far from the city center, most of the teachers who teach at this school still use traditional strategies in learning at the classroom. Also in learning English, the teacher who teach this subject still use cognitive strategy which is one of the traditional learning strategies. Because students at this school are still not up to date with the times, cognitive strategy still very suitable to be applied in learning English at this school. In addition, cognitive strategy didn't require complicated learning tools or materials, so this learning strategy is still the main choice in learning English at SD Negeri Jeruk.

From the explanation above, the researcher wants to examine what are the challenges that are found in teaching English at SD Negeri Jeruk, Magetan and what are the coping strategies to overcome the challenges that are found in teaching English at SD Negeri Jeruk, Magetan.

## **2. METHOD**

In this study researcher used qualitative method. Qualitative method is a method that uses analysis and descriptive. The results of qualitative research are in the form of descriptions and not in the form of numbers, words, or pictures used by researchers to explain the research topic (Fitria, 2020). The research conducted in SD Negeri Jeruk, Kartoharjo, Magetan. The school is located on

Jl. Soegijapranata No.5, Kedung Bende, Karangmojo, Kec. Kartoharjo, Kabupaten Magetan, East Java. It has 6 grade levels in this school. The subjects of this research were the English's teacher and students of Grade V of SD Negeri Jeruk. The object of this research are the challenges in teaching English to primary school and the coping strategies to overcome the challenges that found in teaching English at SD Negeri Jeruk, Magetan. The subjects of the research are the teacher that used teaching English in V grade at SD Negeri Jeruk, Magetan and the students of V grades at SD Negeri Jeruk, Magetan. The data from this research taken from interview and observation. Interviews can provide direct information and more detailed information. In this case the researcher interviewed English teachers at Jeruk Elementary School. The researcher asked about the challenges in employing teaching English at SD Negeri Jeruk. Interview is the way to answer what the challenges are found in learning English at SD Negeri Jeruk and the coping strategy to overcome the challenges. Observation is a method used by researchers to collect data which is carried out by monitoring activities in the classroom. Researchers observe the coping strategies used by teacher to overcome the challenges in teaching English. Then the researchers also observed how students responded to the coping strategies implemented by the teacher. Observation is the way to answer the coping strategy to overcome the challenges that found when learning English at SD Negeri Jeruk.

### 3. FINDINGS AND DISCUSSION

#### FINDINGS

##### a. The Challenges of Teaching English at SD Negeri Jeruk, Magetan

###### 1. From the Teacher

Based on Cahyati and Madya (2019) the challenges in teaching English are divided into internal factors and external factors. In employing teaching English, the teacher found several challenges. These challenges can come from the teacher itself and from students.

###### 1.1. Internal Factors

###### a. Motivation

The teacher mentions:

*“Dalam setiap pertemuan guru harus memberikan hal baru supaya bisa memotivasi siswa untuk terus belajar.”*

“In every meeting the teacher must provide new things so that they can motivated students to continue learning.”

Student's motivation to learn English is also one of the challenges that found by the teacher. Where in learning English in the class the teacher must make every meeting not boring, so that it can increase students learning motivation. The teacher must give new things to students so that students are motivated to learn English.

b. Pedagogy

The teacher mentions:

*“Yang pertama adalah guru harus selalu aktif terhadap perkembangan anak. Lalu guru harus mencari cara supaya anak tidak gampang jenuh.”*

“The first is that teacher must always be active in child development. Then the teacher must find a way so that children are not easily bored.”

From the pedagogical factor, the teacher was required to master various kinds of learning strategies. So, when the use of strategies that are commonly used are not able to make students enthusiastic about learning, the teacher has other strategies that can affect student enthusiasm for learning.

1.2. External Factors

a. The Choice of text books

The teacher mentions:

*“Selain itu guru tidak harus terpaku pada buku ajar yang digunakan, guru harus lebih kreatif.”*

“In addition, the teacher does not have to be focused on the textbooks that used, the teacher must be more creative.”

To teach English in the classroom textbooks are very important to use. Because the textbook really supports internal learning. However, in learning English using at the class, the teacher must provide innovative material that does not come from the textbook, because there is some additional material that the teacher thinks it's important but is not yet available in the textbook.

b. Learning resources

The teacher mentions:

*“Jadi dalam belajar Bahasa Inggris itu siswa lebih mudah paham menggunakan gambar. Tapi ya saya tidak menggunakan gambar terus-terusan. Karena kadang gambar untuk pembelajaran itu tidak ada. Sebenarnya ya misal kalau ada materi di Power Point pasti sangat membantu.”*

“So, in learning English it is easier for students to understand using pictures. But I don't use images all the time. Because sometimes there are no pictures

for learning. Actually, for example if there is material in Power Point, it will be very helpful.”

In learning resources, the teacher has not found suitable learning media for students, where the learning media will be able to support the learning.

In teaching English there are several challenges that the teacher found. The teacher is required to always be active in the development of students, in other words, the teacher must observe every progress that is owned by each student. In learning given by the teacher it is not uncommon for students to feel bored with the strategies used by the teacher. The teacher must make the strategies used more enjoyable for students, so that students do not get bored easily with in learning English at the class.

The main thing that must be considered by the teacher in teaching English is that the teacher must be someone who is active and creative. Being active and creative is the main challenge for teacher in teaching English at SD Negeri Jeruk.

## 2. From the Students

Apart from teachers, challenges learning English are also found in students. The students mentioned that there were several challenges found when learning English.

### 2.1. Internal Factors

The internal challenge factor that students found is identity.

The students mention:

*“Sulit membaca Bahasa Inggris.”*

“It’s hard to read English.”

*“Bahasa Inggris sulit untuk dipahami”*

“English is difficult to understand.”

*“Tidak mengerti Bahasanya”*

“Don’t understand the language.”

*“Tidak bisa menggunakan Bahasa Inggris.”*

“Can’t use English.”

The challenges found by some of these students were different. Because words in English are not read according to the sound of the alphabet such as Indonesian pronunciation, students have difficulty reading words and sentences in English. Then according to the students English is difficult to

understand. This happens because students don't know the meaning of the English word. Not knowing the meaning of English is also a challenge that some students found when learning English. Because students were used to the identity of their country (Indonesia) so students didn't master English lessons. The last is that students cannot use English. Because in everyday life students are not familiar with the use of English, so students feel that students cannot use English.

## 2.2. External Factors

The external challenge factor that students found is learning resource.

The students mention:

*“Tidak tau arti dari kata-kata Bahasa Inggris.”*

“Don't know the meaning of English words.”

*“Sulit untuk mengartikan Bahasa Inggris.”*

“Difficult to translate English.”

*“Artinya susah dicari.”*

“The meaning hard to find.”

Due to the limited media for translating English words, the students feel that it's difficult to translate English as a challenge when learning English. Because there were still very few students who have dictionaries, even though dictionaries are the main thing that students must have to support learning English. The students also have not mastered the use of dictionaries, so the meaning of unknown words is difficult to find. In addition, the vocabulary mastered by the students is still very minimal, so the students do not understand English. The next challenge is less time to learn English. According to the students, the time to study in class is still lacking, so that the learning English given is still not optimal.

### b. The Coping Strategies to Overcome The Challenges that Found in Teaching English at SD Negeri Jeruk, Magetan

#### 1. From the Teacher

In overcome the challenges that found when learning English, the teacher used coping strategies as stated by Higgins & Endler (1995). The teacher used cognitive strategy as the coping strategy to overcome the challenges that found in teaching English at SD Negeri Jeruk, Magetan. Cognitive strategies are often used by the teacher because this strategy is quite easy to apply and students who are taught using this strategy can receive the material well. Cognitive strategy is a strategy that focuses on the learning process.

Cognitive strategies are suitable to apply at various levels of education. No exception at the elementary school level. This strategy is the choice of the teacher to teach English lessons. Because the cognitive strategy contains many ways of teaching English that can be applied when learning in the classroom. This strategy can also lead students to understand every lesson given by the teacher well.

Based on the results of observations made by researchers through interviews and direct observation of English learning at SD Negeri Jeruk, Magetan, researchers can see that in teaching English at SD Negeri Jeruk, Magetan, the teacher use cognitive strategies. The English teacher at SD Negeri Jeruk, Magetan, applies cognitive strategies in all classes at SD Negeri Jeruk, starting from grade 1 to grade 6. Because the number of students is relatively small, there is only one teacher who teaches English at SD Negeri Jeruk, Magetan.

In applying cognitive strategies, the teacher use several methods, namely: Repetition, Resourcing, Translation, Grouping, Keyword and Contextualization. Of the 13 ways of learning with cognitive strategies as stated by O'Malley and Chamot (1985), teachers at SD Negeri Jeruk use 6 ways. These 6 methods are quite effective in teaching English at the elementary level. The use of cognitive strategy in learning English at SD Negeri Jeruk as follow :

#### 1. Repetition

Repetition is a strategy that is applied through repetition of material, words or sentences. The repetition used by the teacher is applied when giving or introducing new words to students. By repeating the words given to students the teacher helps students to get used to hearing new words and sentences. If students are familiar with this, students will easily remember the new words that have been given by the teacher. By means of repetition students will process learning outcomes in the brain and store them permanently.

Example :

The teacher says the word "Summer" repeatedly  
"What is the meaning of summer...summer...summer?"

#### 2. Resourcing

Resourcing is a cognitive strategy whose application is in the form of using learning resources that refer to learning materials. Learning resources can be from student handbooks or other materials using other media used by teachers. In implementing resourcing at SD Negeri Jeruk, the teacher always uses the student handbook provided by the school to student's SD Negeri Jeruk to support the English learning provided. This learning resource greatly influences the learning of English given by the teacher.



Example :

The teacher asks students to look at the textbook they have

"Take a look at page 28, our learning material today is weather and season."

### 3. Translation

Translation is a strategy that uses the first language (Indonesian) to understand the second language (English) taught by the teacher. In learning English that teacher applies in class, the teacher always uses this translation strategy. The teacher interprets the words and sentences being taught. In addition, teacher also guides students to find the meaning of new words from the dictionary.

Example :

The teacher interprets the word being taught

"What is the meaning of winter. In Bahasa Indonesia the meaning of winter is musim salju."

### 4. Grouping

Grouping is a cognitive strategy whose application is in the form of grouping or sequencing learning resources in classroom learning. In the application of grouping in learning English in class, the material is grouped based on the previous easier material and sorted from the material that easy to understand to the material that is quite difficult for students to understand.

Example :

The teacher classifies material starting from the most commonly found in students' daily lives.

"There are 2 seasons in Indonesia, namely summer and rainy season. While there are 4 seasons abroad, namely spring, autumn, winter and summer.

### 5. Keywords

Keyword is a cognitive strategy whose application is in the form of remembering a new word in English by identifying or searching for words that are familiar or similar to Indonesian or everyday language used by students. In every English lesson given at SD Negeri Jeruk, the teacher often associates English words or looks for words that are almost similar to the word's students use every day.

Example :

The teacher gives examples of words in the daily lives of students that have the same pronunciation as the material being studied.

"Summer is musim panas, in Javanese, summer has a slightly spicy taste, right?"

## 6. Contextualization

Contextualization is the placement of words or phrases in a meaningful linguistic order. In teaching English in grade 5, the teacher uses this contextualization strategy. The teacher applies this strategy only to the upper class. Its application is in the form of selecting words that have linguistic sequences that have meaning.

Example :

The teacher gives examples of interrogative sentences

“So, when you go abroad, you can ask about the weather. How to ask the weather in English, by saying 'how is the weather today?'.”

## 2. From the Students

The coping strategies used by students to overcome the challenges found when learning English are use the learning strategies from Oxford (1990). According to Oxford (1990), there are six types of language learning strategies that can be used by students, namely memory, cognitive, compensation, metacognitive, affective, and social. But to overcome the challenges that found in learning English at SD Negeri Jeruk, Magetan the students only used three strategies, namely: cognitive strategies, compensation strategies and meta-cognitive strategies.

### a. Cognitive Strategies

The students mention:

*“Berlatih membaca dan berbicara Bahasa Inggris.”*

“Practice reading and speaking English.”

To overcome the challenges that found when learning English, the students always practice reading and speaking English. The students practice reading and speaking from handbook or from other book that the students had.

*“Belajar Bahasa Inggris dengan lebih giat.”*

“Learn English more actively.”

The students learn English more actively not just at class. The students also learn English at home with their parents. The students learn English more actively so that students are familiar with the word in English.

### b. Compensation Strategies

The students mention:

*“Mencari artinya dikamus.”*

“Look up the meaning in the dictionary.”

The main challenge for students in learning English is the lack of mastered vocabulary. Therefore, the students use the dictionary to look for words whose meaning is unknown.

The students mention:

*“Mengkaitkan dengan bahasa sehari-hari.”*

“Connect with everyday language.”

The everyday language used by students is very different from English. To overcome these challenges the students connect English with the language used in daily life. They remember words that have the same pronunciation as everyday language.

#### c. Meta-cognitive Strategies

*“Belajar dari tugas yang diberikan.”*

“Learn from the assignments given.”

The assignment that given from the teacher very helpful students to overcome the challenges that found when learning English. The assignments given by the teacher will help students to want to study harder. the assignments given can also be a benchmark for students' understanding in learning English.

To overcome the challenges found when learning English, students train themselves by reading English from textbooks and practicing them directly. Then students also add hours of learning English so that they understand English better. In addition, giving assignments from the teacher really helps students to overcome challenges in learning English. By learning from the assignments given by the teacher, students can increase their understanding of the material that has been given.

The use of dictionaries in learning English at the elementary school level is very important. By looking for the meaning of English words that students have not understood in the dictionary, students can add new vocabulary. Then students try to relate English with everyday life. If in everyday life students are used to using English, then in learning English students will understand it more quickly. Finally, students translate one by one the English word. That way students will more quickly understand the material provided by the teacher.

## **DISCUSSION**

a. The Challenges of Teaching English at SD Negeri Jeruk, Magetan

In every lesson that was carried out by the teacher in the classroom, of course there were challenges that found. From the research conducted by the researcher, there were challenges that found by the English teacher at SD Negeri Jeruk, Magetan. The challenges that found by English's teacher and the students at SD Negeri Jeruk, Magetan were grouped into 2 factors, namely internal factors and external factors.

1. From the Teacher

1.1 Internal Factors

a. Motivation

Motivation is something that can affect to students' interest in learning at the class. From students learning motivation, the quality of learning in the classroom can be achieved well. From the results of research conducted by researchers, motivation is the challenge to teaching English at SD Negeri Jeruk, Magetan because in one class there are several students who lack motivation to learn. This resulted in the learning process in the classroom sometimes hampered. Motivation can reach with some strategies. This is in line with Lestari et al. (2019) who said that strategy can increase student motivation. Therefore, teachers are required to provide new things in every lesson in the classroom so that student motivation increases.

b. Pedagogy

Pedagogy which includes both strategy and method is the challenge that found by teachers in teaching English at SD Negeri Jeruk, Magetan. Because there were variations of strategies or methods in learning Englishs, the teacher must adjust the strategy to the abilities possessed by students. In addition, in one class students have different ways of learning so that the teacher must master various types of strategies and methods in learning. This is related with Bland (2019) who said that EYL involves simple language and requires special skills or pedagogical knowledge. Pedagogy is an important thing that must be mastered by every teacher. If a teacher can choose the right strategy or method in learning, the teacher will be able to overcome the problems encountered during the learning process.

1.2 External Factors

a. The Choice of Text Books

In every lesson that was carried out in a class the teacher always uses the text books. Text books can support learning that takes place in the classroom. The materials contained in the text book must also be in accordance with the chapters taught by the teacher. From the results of research conducted by researchers found that the choice of text books was the challenge in learning English at SD Negeri Jeruk, Magetan. From the text books at SD Negeri Jeruk, Magetan, there are several important materials that are not in the text books. Even though text books should have complete material so that learning in the classroom can be backed up with text books. This is the same as Ciornei and Dina (2015) who said if a teacher uses a traditional text books then the teacher will provide obsolete information. Naturally, the choice of the books becomes a challenge in learning English at SD Negeri Jeruk, Magetan. Because the teachers and students of SD Negeri Jeruk, Magetan make great use of text books for learning English.

b. Learning resources

Apart from the choice of text books, learning resources are also the challenge in learning English at SD Negeri Jeruk, Magetan. From the results of research that has been conducted by researchers found that the teacher have not found the right learning resources that can increase the effectiveness of learning in the classroom. Actually, the teacher already realized that there are various kinds of learning resources that will really help learning English at SD Negeri Jeruk, Magetan. This is in line with Richards (2015) who said that learning resources can produce situations needed in learning.

2. From the Students

2.1 Internal Factors

Identity

The internal factor that becomes a student's challenge is identity. It can be said that SD Negeri Jeruk, Magetan is in the outermost area of the city of Magetan. So that most of the students in this school still come from rural areas. Because of this, the identity of each villager was carried over by some of the students. In addition, in everyday life English is a language that is rarely used by students. Students are familiar with regional languages (Javanese) and Indonesian. Therefore, the students tend to have difficulty learning English. It can be seen from the results of research conducted by

researchers if the identity possessed by students is very much an obstacle for students to learn English. This is in line with Afroch (2021) who said that Indonesian has many cultures, therefore language also has an influence on students in Indonesia. So, it is indeed difficult to get used to learning a new language for students at Jeruk Elementary School, Magetan. This happens because English is still inferior to the identity language of the students of Jeruk Elementary School.

## 2.2 External Factors

### Learning Resource

Learning resources are not only the challenge for the teacher, for the students, learning resources are also the challenge that found in learning English at SD Negeri Jeruk, Magetan. From the students, learning resources really help them to learn English. This is related with Sudrajat, (2015) who said that a learning resource is a part that enables learning to occur. Because the number of vocabulary mastered by students is still low, students need learning resources that can increase the amount of vocabulary. In addition, students also have difficulty finding the meaning of a word in English, therefore students really need the right learning resources.

### b. The Coping Strategies

#### 1. From the Teacher

To overcome the challenges that found in teaching English at SD Negeri Jeruk, Magetan the teacher uses cognitive strategies. Cognitive strategies are learning strategies that have many ways of application. With a variety of the ways in this cognitive strategy, it helps teachers to overcome the challenges that found in teaching English at SD Negeri Jeruk, Magetan. Then the cognitive strategy is a strategy that is easy to apply and also students can receive English learning well using this strategy. From the results of research conducted by researchers found that cognitive strategies are suitable to use in primary school because these strategies contain many ways that are easy to understand. However, it contradicts with Asmara (2017) that using cognitive strategies to improve reading skills in high school students. Cognitive strategy is a general strategy that can be used at various levels of education.

In using cognitive strategies, teachers use 6 ways, namely repetition, resourcing, translation, grouping, keywords, and contextualization. This is not in line with Basri et al. (2014) who states that students only use cognitive strategies in the form of repetition. Because according to O'Malley and Chamot (1985) there are 13 ways to apply cognitive strategies. The use of cognitive strategies is based on the

challenges that found in teaching English at SD Negeri Jeruk, Magetan. In addition, the use of cognitive strategies is also determined based on the way students learn. Because each student has a different way of learning, teachers use various kinds of cognitive strategies in learning in the classroom.

Cognitive strategies are quite appropriate for overcoming the challenges in teaching English at SD Negeri Jeruk, Magetan. This is in line with Maili and Hestiningsih (2017) who said the use of varied methods and creative learning models can improve students' English skills. Therefore, the teacher chooses a cognitive strategy to overcome the challenges that found in teaching English at SD Negeri Jeruk, Magetan because this strategy is still suitable for use with students in the age range of children and students who have educational backgrounds who still use traditional strategies.

## 2. From the Students

### a. Cognitive Strategies

To overcome the challenges that found when learning English in the classroom, the students of SD Negeri Jeruk, Magetan also used cognitive strategies. Apart from being guided by the teacher to use cognitive strategies, some students feel that cognitive strategies are the right strategy for learning English. As stated by Tunga (2020) that cognitive strategies can help students in the learning process and gain knowledge. Of the many ways in the cognitive strategy students can choose and use the right way to learn English. So, cognitive strategies can help students to overcome the challenges in learning English.

### b. Compensation Strategies

Compensation strategy is another way used by students to overcome the challenges that found when learning English. Compensation is done by looking up the meaning of a word in the dictionary, this is related with Widiyanto (2017) who said that a pictorial dictionary can improve students' understanding in reading comprehension. In learning English at SD Negeri Jeruk, the students used pictorial dictionary or dictionary as the media to learning English. Dictionary very helpful the students to understanding the meaning from the word in English.

In addition, students also link learning English with everyday language. The use of everyday language also has a positive effect on students who use it as a way to overcome problems encountered when learning English in the classroom. As stated by Afroch (2021) in his research he found that students with the same background tend to use

a mixed language between their everyday language and English. Therefore, connect English with everyday language can help students in learning English.

c. Meta-Cognitive Strategies

In using metacognitive strategies to overcome the obstacles encountered in learning English, students use assignments given by the teacher. Related with Madayani and Adibah (2019) that said the variation of the assessment given by the teacher can measure students' progress when learning English. The students can also use the assessment as a coping strategy to overcome the challenges that found in learning English. Therefore, giving assignments to students is very important. From giving these assignments students can learn and overcome the challenges that found when learning English.

#### 4. CLOSING

Learning English at the elementary school level is the basic for learning English which will have a positive impact on higher education levels. In the past few years learning English at the elementary school level has been removed as in SD Negeri Jeruk, Magetan. In the 2022/2023 school year, English lessons begin to be taught again at SD Negeri Jeruk, Magetan. In learning English at SD Negeri Jeruk, Magetan, there are certainly the challenges.

In learning English at SD Negeri Jeruk, Magetan there are challenges that found by the teacher and the students. The challenges that found by teachers and students come from internal and external factors. Internal factors that become challenges for teachers are motivation and pedagogy. While the external factors that challenge the teacher are the choice of the text book and learning resources. The internal factor that challenges students is identity and the external factor that challenges students is learning resources.

The coping strategies that the teachers use to overcome the challenges in teaching English at SD Negeri Jeruk, Magetan are using cognitive strategies. The cognitive strategies that teachers use are repetition, resourcing, translation, grouping, keywords, and contextualization.

The students use cognitive strategies, meta-cognitive strategies and compensation strategies as a coping strategy to overcome the challenges that are found in learning English at SD Negeri Jeruk, Magetan. The cognitive strategies that are used to overcome the challenges are practice reading & speaking English and learn English more actively. The compensation strategy is used by looking up the meaning in the dictionary and connecting with everyday language. The last is meta-cognitive strategies used by learn from the assignments given by the teacher.



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