

Investigating the Quality of English Language Teaching in Cimahi Primary Schools : Insights From Elementary School Teachers

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Abstract

This study investigate the quality of English Language Teaching (ELT) in Cimahi primary schools based on teachers' perspectives. Using a qualitative descriptive method , the study looks at how teachers view quality English teaching, the factors that affect it, the challenges they face, and their suggestions for improvement. Data were collected through semi-structured interviews with three primary school teachers from different backgrounds and schools in Cimahi. The data were then analyzed using thematic analysis. The findings show that teachers define quality ELT as lessons that build basic language skills, encourage real communication, and create fun learning experiences for children. The quality of teaching is affected by several connected factors, such as teacher skills, student characteristics, learning resources, school support, and how the curriculum is used. The study also reveals that teachers face common challenges, including students' low English levels, writing difficulties, mixed learning abilities, and limited training opportunities. To fix these problems, the teachers suggest improving the English curriculum, providing more teacher training, upgrading school facilities, and using more technology in class. These results offer useful ideas for teachers, schools, and policymakers to improve English education for young learners

Keywords: English Language Teaching (ELT), primary school, teacher perspectives, teaching quality, challenges, and improvement

INTRODUCTION

English has become one of the most important international languages for communication, education, and access to global information. As globalization continues to influence education, English proficiency is increasingly recognized as an essential skill that supports students' academic development and future opportunities. In Indonesia, English is introduced in many primary schools to provide children with early exposure to a foreign language and to help them develop basic communication skills from an early age. Early English learning can also foster students' confidence and positive attitudes toward language learning when instruction is designed according to their developmental characteristics and learning needs (Amin et al., 2023; Lucas, 2023).

The quality of English language teaching plays an essential role in helping young learners achieve meaningful learning experiences and develop fundamental language skills. Quality teaching is reflected not only in students' academic achievement but also in learning environments that encourage active participation, meaningful communication, and continuous language practice. For primary school students, English instruction should be interactive, engaging, and appropriate to their cognitive and social development. Meisani (2022) explains that successful English language teaching for young learners depends on meaningful language

exposure, students' motivation, and regular opportunities to practice English. Similarly, Chang and Wang (2024) emphasize that improving the quality of primary English education requires effective teaching practices, adequate learning resources, and supportive educational environments.

Previous studies have shown that the quality of English language teaching is influenced by various interconnected factors. Teacher competence, students' characteristics, instructional materials, learning facilities, school support, and curriculum implementation all contribute to the effectiveness of English learning. Teachers are also expected to create engaging classroom activities while responding to students' diverse learning needs. Adisti et al. (2023) found that the implementation of English language teaching for young learners is influenced by teacher qualifications, instructional media, institutional support, and classroom practices. These findings suggest that improving the quality of English language teaching requires collaboration among teachers, schools, and other educational stakeholders to create effective learning environments.

Although studies on English language teaching for young learners have increased in recent years, most previous research has focused on teaching strategies, instructional media, technology integration, or curriculum implementation. While these studies have contributed to understanding English language teaching practices, relatively limited attention has been given to investigating the overall quality of English language teaching from elementary school teachers' perspectives. In addition, studies examining English language teaching quality in Cimahi primary schools remain scarce. Since educational conditions may differ across schools and regions, findings from other contexts may not fully represent teachers' experiences in Cimahi. Therefore, further research is needed to explore teachers' perceptions of English language teaching quality, the factors influencing it, the challenges they encounter, and their recommendations for improving English language teaching (Adisti et al., 2023; Taddese et al., 2025).

Therefore, this study investigates the quality of English language teaching in Cimahi primary schools from the perspectives of elementary school teachers. Specifically, the study explores teachers' perceptions of quality English language teaching, identifies the factors influencing teaching quality, examines the challenges teachers encounter during English instruction, and investigates their recommendations for improving English language teaching in primary schools. The findings are expected to contribute to a better understanding of English language teaching quality and provide practical insights for teachers, schools, and educational stakeholders in improving English language teaching at the primary school level.

RESEARCH METHODOLOGY

This study employed a qualitative descriptive research design to investigate the quality of English language teaching in Cimahi primary schools from the perspectives of elementary school teachers. A qualitative approach was considered appropriate because it allows researchers to explore participants' experiences, perceptions, and understandings of a particular phenomenon in depth. In this study, the qualitative descriptive design was selected because the research aimed to describe teachers' perspectives on English language teaching quality rather than to test hypotheses or examine relationships between variables. Therefore, this design enabled the researchers to gain a comprehensive understanding of teachers' perceptions, the factors influencing teaching quality, the challenges they encountered during

instruction, and their recommendations for improving English language teaching in primary schools.

This study was conducted in three primary schools in Cimahi, namely **SD Budi Luhur Cimahi, SDN Melong Mandiri 2, and SDN Cibeureum**. The participants consisted of three elementary school teachers who were actively involved in teaching English at the primary school level. The participants were selected purposively because they possessed relevant teaching experience and knowledge related to English language instruction. In addition, they represented different educational backgrounds, teaching experiences, and school contexts, allowing the researchers to obtain diverse perspectives on the quality of English language teaching in Cimahi primary schools.

Table 1. Participants Background

Teacher	Educational Background	Teaching Experience	School
Teacher 1	Bachelor's degree in English Education	12 years	SD Budi Luhur
Teacher 2	Bachelor's degree in English Education	1 years	SDN Melong Mandiri 2
Teacher 3	Bachelor's degree in Primary School Teacher Education	5 years	SDN Cibeureum

The three participating teachers represented different levels of teaching experience and educational backgrounds, enabling the researchers to compare both similarities and differences in their perspectives regarding the quality of English language teaching. Although the number of participants was limited, each teacher provided detailed information based on their professional experiences in different school settings, which contributed to a richer understanding of the phenomenon being investigated.

Data were collected through semi-structured interviews, which served as the primary research instrument. Semi-structured interviews were selected because they provide a balance between prepared interview questions and the flexibility to explore participants' responses in greater depth (DeJonckheere & Vaughn, 2019). The interview protocol consisted of **24 questions** organized into four dimensions: **(1) teachers' perceptions of English language teaching quality, (2) factors influencing teaching quality, (3) challenges encountered during English language instruction, and (4) recommendations for improving English language teaching**. These dimensions were developed based on the research objectives to ensure that each interview addressed the focus of the study.

The interviews were conducted in Bahasa Indonesia to enable participants to express their opinions more comfortably and provide detailed explanations based on their teaching experiences. Before the interviews were conducted, the participants were informed about the purpose of the study, and their voluntary consent was obtained. To ensure confidentiality, participants' identities were anonymized and are presented in this study as **Teacher 1, Teacher 2, and Teacher 3**.

The interview data were analyzed using thematic analysis. According to Lochmiller (2021), thematic analysis is a flexible qualitative data analysis method that enables researchers to identify, organize, and interpret meaningful patterns within qualitative data. First, all interview recordings were transcribed and read repeatedly to gain familiarity with the data. Next, meaningful statements related to the research objectives were identified and assigned initial codes. Similar codes were then grouped into broader themes representing teachers' perceptions, factors influencing teaching quality, challenges encountered during English language instruction, and recommendations for improvement. Finally, the themes were reviewed and interpreted to develop a comprehensive understanding of the quality of English language teaching in Cimahi primary schools. This analytical process ensured that the findings remained closely connected to the participants' experiences and addressed the objectives of the study.

FINDINGS AND DISCUSSION

Findings

The interview data were analyzed using thematic analysis, resulting in four main themes related to the research objectives. These themes represent teachers' perceptions of English language teaching quality, factors influencing teaching quality, challenges encountered during instruction, and recommendations for improvement. A summary of the identified themes and subthemes is presented in Table 2.

Table 2. Themes and Subthemes Identified from the Interview Data

Themes	Subthemes
Teachers' Perceptions of ELT Quality	Basic English skills, meaningful learning, enjoyable learning, students' confidence
Factors Influencing ELT Quality	Teacher competence, students' characteristics, learning resources, school support, curriculum implementation
Challenges in ELT	Limited vocabulary, writing difficulties, different learning abilities, classroom management, limited teaching facilities
Recommendations for Improvement	Curriculum enhancement, teacher professional development, technology integration, learning facilities, government support

4.1 Teachers' Perceptions of English Language Teaching Quality

The first theme explored teachers' perceptions of the quality of English language teaching in primary schools. Although the participants had different educational backgrounds, teaching experiences, and school contexts, they shared similar views regarding the characteristics of quality English language teaching. Overall, the participants believed that effective English instruction should develop students' basic language skills, encourage meaningful communication, and provide enjoyable learning experiences that match young learners' developmental characteristics.

Teacher 1 emphasized that English learning should begin with the development of basic language skills, including listening, speaking, reading, and writing. The teacher explained that

students need to master these fundamental skills before learning more complex grammatical concepts because they provide the foundation for future language learning.

"Ideally, English learning should begin with basic skills—speaking, listening, reading, and writing. Students need to master these skills before learning grammar." (Teacher 1)

In addition, Teacher 1 explained that English had been introduced since Grade 1 at the school, even though the national curriculum generally begins English instruction at Grade 3. According to the teacher, introducing English earlier provides students with greater opportunities to develop language skills before entering higher levels of education.

Teacher 2 shared a similar perspective by describing quality English language teaching as learning that is enjoyable, interactive, and appropriate for students' age and developmental stage. The teacher believed that students learn more effectively when they actively participate in classroom activities and have opportunities to use English in simple daily communication rather than only memorizing vocabulary.

"Quality English learning is enjoyable, interactive, and appropriate for students' age. Students should feel confident using English in simple daily communication." (Teacher 2)

Similarly, Teacher 3 highlighted that English learning should be closely connected to students' everyday experiences. The teacher explained that students demonstrate successful learning not only by understanding classroom materials but also by applying English in simple real-life situations. According to the teacher, effective learning can also be seen when students achieve the expected learning outcomes while demonstrating their ability to practice speaking, reading, and using vocabulary appropriately.

"English learning should be related to students' daily lives so they can understand the material and apply it in real situations." (Teacher 3)

Another finding emerging from the interviews was the importance of students' engagement during English lessons. Teacher 1 reported that most students showed a high level of interest in learning English because they had been introduced to the language from an early age. The teacher also explained that many students felt proud when they were able to communicate in English, which increased their motivation to participate in classroom activities. Likewise, Teacher 2 observed that students responded more positively when lessons incorporated games, songs, videos, and collaborative activities. Teacher 3 also noted that although students were generally enthusiastic, differences in learning abilities and interests influenced their participation and understanding of the lessons.

Overall, the participants viewed quality English language teaching as more than achieving academic success. They emphasized that effective English instruction should help students build a strong foundation in basic language skills, encourage active participation, increase confidence in using English, and connect learning with meaningful everyday experiences. These shared perspectives formed the basis for understanding how teachers evaluated the quality of English language teaching in their respective schools.

4.2 Factors Influencing the Quality of English Language Teaching

The second theme identified from the interview data concerns the factors that influence the quality of English language teaching in primary schools. The participants agreed that teaching quality is affected by several interconnected factors rather than a single element. These factors include teacher competence, students' characteristics, learning resources, school support, and curriculum implementation.

Teacher competence emerged as one of the most important factors influencing teaching quality. Teacher 1 emphasized that English teachers at the primary level should ideally have an educational background in English Education. According to the teacher, professional knowledge enables teachers to select appropriate teaching methods and learning materials for young learners. In addition to academic qualifications, Teacher 1 highlighted the importance of adapting teaching practices to current educational developments through continuous professional learning.

"Ideally, English teachers should come from an English Education background because many English lessons in primary schools are still taught by classroom teachers. Teachers also need to keep improving through training and professional development." (Teacher 1)

Similarly, Teacher 2 emphasized that teacher competence includes not only subject knowledge but also classroom management skills, creativity, and the ability to build positive relationships with students. The teacher explained that effective English instruction requires teachers to select learning activities that encourage active participation and maintain students' motivation throughout the lesson.

Teacher 3 also stressed the importance of continuously improving teachers' English proficiency and pedagogical competence. The teacher believed that English teachers should regularly update their teaching knowledge and strengthen their language skills to provide better learning experiences for students.

Besides teacher competence, the participants identified students' characteristics as another important factor influencing teaching quality. Teacher 1 explained that students' interest in learning English should be developed from an early age because motivation encourages students to participate actively in classroom activities. Teacher 2 observed that students differ in their learning abilities, confidence, and motivation, requiring teachers to use different instructional approaches to meet individual learning needs. Likewise, Teacher 3 stated that students have different learning preferences, such as visual, verbal, and kinesthetic learning styles, which should be considered during lesson planning.

The participants also highlighted the importance of learning resources and school support. Teacher 1 explained that the school provides adequate learning facilities, including instructional media and extracurricular activities such as the English Club, which offers students additional opportunities to practice English outside regular classroom lessons.

"The school supports English learning through facilities, learning media, and programs such as the English Club, which gives students more opportunities to practice English." (Teacher 1)

Similarly, Teacher 2 reported that teaching quality is supported by appropriate learning materials and sufficient access to educational technology. However, the teacher also noted that additional digital learning media would further improve classroom instruction. Teacher 3 shared a similar view, emphasizing that concrete teaching media, instructional aids, and adequate facilities help students understand English more effectively. The teacher also mentioned that the school had collaborated with a university to support English learning activities, providing additional learning experiences for students.

Another factor discussed by the participants was curriculum implementation. Teacher 1 explained that although English is not yet a compulsory subject in the national curriculum, the school introduced English from Grade 1 because early exposure is considered beneficial for language development. The teacher believed that beginning English instruction only in Grade 3 may reduce opportunities for students to develop language skills during their early learning years. Teacher 2 viewed the current curriculum positively because it provides teachers with flexibility to adjust learning activities according to students' needs. Meanwhile, Teacher 3 stated that the implementation of the Merdeka Curriculum still allows English to be taught at every grade level in the school.

Overall, the interview findings indicate that the quality of English language teaching is influenced by a combination of teacher-related, student-related, and institutional factors. The participants consistently emphasized that improving English language teaching requires competent teachers, motivated students, adequate learning resources, supportive school environments, and curriculum practices that provide sufficient opportunities for students to learn English from an early age.

4.3 Challenges in English Language Teaching

The third theme identified from the interview data concerns the challenges encountered by teachers in implementing English language teaching in primary schools. Although the participants taught in different school settings and had different teaching experiences, they reported several similar challenges related to students' English proficiency, classroom management, learning resources, and teachers' professional development.

One of the most common challenges identified by the participants was students' limited English proficiency. Teacher 1 explained that many students begin learning English with little or no prior knowledge of the language. As a result, teachers need to introduce English from the most basic level, including the alphabet and simple vocabulary, before moving to more advanced learning materials.

"Students' basic English skills are still at zero. Teachers have to start from the alphabet and introduce everything from the beginning." (Teacher 1)

Similarly, Teacher 3 stated that many students still need guidance in recognizing vocabulary, pronunciation, and spelling. According to the teacher, this condition requires additional instructional time because students learn English at different rates and need continuous practice before they can understand and use new vocabulary confidently.

Another challenge reported by all participants was students' difficulty in developing productive language skills, particularly writing. Teacher 1 explained that many elementary

school students still struggle with writing in their first language, making English writing even more challenging. Students often confuse letters, make spelling mistakes, and require repeated guidance during writing activities.

"Writing is the most challenging skill because students are still learning how to write correctly, even in their first language." (Teacher 1)

Teacher 3 also reported that students frequently experience difficulties in reading, speaking, and writing English fluently. The teacher explained that many students are still hesitant to pronounce English words correctly and often need repeated practice before they feel confident using the language.

The participants also highlighted differences in students' learning abilities and classroom participation as another challenge during English lessons. Teacher 2 explained that students have different levels of understanding, confidence, and motivation, requiring teachers to continuously adjust learning activities to accommodate diverse learning needs. Likewise, Teacher 3 stated that students demonstrate different learning styles and abilities. To address these differences, the teacher often applies peer-learning strategies by encouraging students with stronger English skills to assist classmates who need additional support.

In addition to student-related challenges, the participants mentioned several institutional challenges. Teacher 1 explained that English is still considered a non-compulsory subject in the national curriculum, resulting in limited teaching guidelines and learning resources. Consequently, teachers are expected to independently explore and develop instructional materials suitable for their students.

"Because English is not a compulsory subject, teachers often need to explore and develop their own teaching materials." (Teacher 1)

Teacher 3 shared a similar concern regarding learning facilities, explaining that teaching resources are not equally available in every classroom. The teacher believed that more complete facilities would help teachers create more engaging and effective English learning experiences.

Finally, the participants discussed challenges related to teachers' professional development. Teacher 1 explained that opportunities for English teachers at the primary level remain limited, particularly government-supported training programs. Therefore, teachers often improve their professional competence independently through online courses or training organized by private institutions. Likewise, Teacher 2 stated that as a relatively new teacher, continuous learning remains necessary, particularly in classroom management and assessment practices. Teacher 3 also emphasized the importance of continuously improving teachers' English proficiency and pedagogical competence to keep pace with current educational developments.

Overall, the findings indicate that the challenges experienced by primary school English teachers extend beyond students' language abilities. The participants highlighted that effective English language teaching is also influenced by classroom diversity, limited instructional resources, curriculum conditions, and opportunities for continuous professional development.

These findings suggest that improving English language teaching requires support not only for students but also for teachers and schools.

4.4 Recommendations for Improving English Language Teaching

The final theme identified from the interview data concerns teachers' recommendations for improving the quality of English language teaching in primary schools. Based on their teaching experiences, the participants proposed several recommendations related to curriculum development, teacher professional development, learning facilities, technology integration, and school support. These recommendations were closely connected to the challenges they encountered during English language teaching.

One of the main recommendations highlighted by the participants was the improvement of the English curriculum at the primary school level. Teacher 1 suggested that English should be given a stronger position in the elementary school curriculum rather than remaining an optional subject. According to the teacher, introducing English from the early grades allows students to develop language skills during their most effective learning period.

"English should not only be revised in the curriculum but should become a regular subject in primary schools. Children should start learning English from an early age." (Teacher 1)

Similarly, Teacher 3 believed that curriculum improvement should be accompanied by appropriate teaching methods and support for meaningful English learning. The teacher explained that English has become an important skill for students and therefore deserves greater attention in primary education.

The participants also emphasized the importance of continuous professional development for teachers. Teacher 1 explained that English teachers need more opportunities to participate in government-supported training programs, professional learning communities, and English teaching workshops specifically designed for primary school teachers. Likewise, Teacher 3 recommended regular training programs and opportunities to learn from English language experts or native speakers to improve teachers' professional competence.

Teacher 2 also highlighted the importance of professional development, particularly in the use of creative teaching methods, classroom management, and educational technology. According to the teacher, continuous learning enables teachers to design more engaging and student-centered English lessons.

Another recommendation concerned the improvement of learning resources and educational facilities. Teacher 1 emphasized that technology should be integrated into English teaching because traditional teaching methods are no longer sufficient to maintain students' interest. Similarly, Teacher 2 suggested providing more digital learning media, educational games, storybooks, and audio-visual resources to create more interactive classroom activities.

Teacher 3 also recommended improving school facilities by providing teaching equipment such as projectors, speakers, and language learning media. The teacher explained that these resources would help students develop listening skills and make classroom activities more meaningful and engaging.

"Every classroom should have facilities such as projectors and speakers because media play an important role in helping students learn English." (Teacher 3)

In addition to facilities, the participants highlighted the importance of creating more opportunities for students to use English beyond regular classroom lessons. Teacher 1 emphasized the value of extracurricular programs such as the English Club, while Teacher 2 suggested increasing the use of communicative activities, including games, songs, projects, and group work. Teacher 3 also recommended encouraging students to practice English more frequently through meaningful classroom interactions and collaborative learning activities.

Overall, the participants agreed that improving the quality of English language teaching requires collaborative efforts among teachers, schools, and educational stakeholders. They emphasized that curriculum improvement, continuous teacher development, adequate learning facilities, technology integration, and increased opportunities for English practice are essential for creating more effective English learning experiences for primary school students.

Discussion

The findings revealed that elementary school teachers in Cimahi perceived quality English language teaching as learning that develops students' basic language skills, encourages meaningful communication, and creates enjoyable learning experiences that are appropriate for young learners. Rather than focusing only on grammar and vocabulary, the participants emphasized that students should actively participate in classroom activities and gradually build confidence in using English in everyday situations. This suggests that the teachers view English learning as a process of developing communication skills through meaningful and engaging learning experiences. These findings support Amin et al. (2023), who argue that introducing English from an early age helps children build language competence through active participation and continuous exposure. Similarly, Lucas (2023) explains that English learning becomes more effective when teaching activities are connected to children's developmental characteristics, interests, and daily experiences. Therefore, the findings indicate that quality English language teaching is reflected not only in students' academic achievement but also in their confidence, participation, and willingness to use English in meaningful contexts.

The findings also showed that the quality of English language teaching is influenced by several interconnected factors, including teacher competence, students' characteristics, learning resources, school support, and curriculum implementation. This indicates that effective English teaching cannot rely solely on teachers' language proficiency but requires comprehensive support from both the school environment and the curriculum. The participants emphasized that teachers need strong pedagogical knowledge, creativity, classroom management skills, and continuous professional development to meet the diverse needs of young learners. These findings are consistent with Meisani (2022), who reported that Indonesian primary school teachers consider professional competence and pedagogical knowledge essential for delivering effective English instruction. Likewise, Adisti et al. (2021) found that successful English teaching for young learners depends not only on teachers' competence but also on supportive learning environments, appropriate teaching materials, and collaboration among educational stakeholders. Furthermore, Chang and Wang (2024) emphasize that curriculum implementation, school support, and educational resources are important components in improving the quality of primary English education. Together, these

findings suggest that improving English language teaching requires continuous collaboration among teachers, schools, and curriculum developers.

Another important finding concerns the challenges experienced by teachers in teaching English to young learners. The participants reported that students' limited English proficiency, differences in learning abilities, classroom management, limited teaching resources, and restricted opportunities for professional development were the main challenges affecting English instruction. These findings suggest that the challenges are interconnected rather than independent. For example, students with limited vocabulary and language exposure require teachers to provide repeated explanations and adapt learning activities to different ability levels, while limited instructional resources make it more difficult to create engaging classroom experiences. Similar findings were reported by Taddese et al. (2025), who found that teachers of young learners frequently experience difficulties related to students' language proficiency, classroom management, limited teaching materials, and insufficient institutional support. The findings also support Meisani (2022), who explains that English teachers in Indonesia continue to face challenges in adapting teaching strategies to diverse student characteristics while maintaining effective classroom learning. These results indicate that improving English language teaching requires not only teachers' individual efforts but also stronger institutional support and more adequate learning resources.

Based on these challenges, the participants proposed several recommendations to improve the quality of English language teaching in primary schools. They emphasized the importance of strengthening the English curriculum, expanding teacher professional development programs, improving school facilities, integrating technology into classroom instruction, and providing students with more opportunities to practice English through meaningful activities. These recommendations demonstrate that the participants recognize the need for continuous improvement in both teaching practices and educational support systems. This finding is consistent with Chang and Wang (2024), who argue that improving primary English education requires curriculum development, adequate learning resources, and continuous evaluation of educational practices. Similarly, Adisti et al. (2021) emphasize that quality English teaching for young learners depends on teachers' professional competence, supportive school environments, and appropriate instructional resources. In addition, Amin et al. (2023) highlight the importance of providing meaningful English learning experiences from an early age to support students' long-term language development. Therefore, the recommendations proposed by the participants reflect practical strategies that can contribute to improving English language teaching in Indonesian primary schools.

Overall, the findings demonstrate that the quality of English language teaching in primary schools is influenced by the interaction of teachers' professional competence, students' characteristics, curriculum implementation, learning resources, and institutional support. Although the participating teachers showed strong commitment to providing meaningful English learning experiences, they continue to face challenges that require collaborative solutions. These findings imply that improving English language teaching should involve not only teachers but also schools and educational policymakers in creating supportive learning environments that address the needs of young learners. Moreover, this study contributes to the existing literature by providing context-specific evidence from primary schools in Cimahi, showing how teachers perceive English language teaching quality and the practical challenges they encounter in their daily teaching practices.

CONCLUSION

This study investigate the quality of English language teaching in primary schools in Cimahi from the perspectives of elementary school teachers. The findings show that teachers perceive quality English language teaching as learning that develops students' basic language skills, promotes meaningful communication, and creates enjoyable learning experiences that are appropriate for young learners. The study also found that the quality of English language teaching is influenced by several interconnected factors, including teacher competence, students' characteristics, learning resources, school support, and curriculum implementation. In addition, teachers continue to face challenges related to students' limited English proficiency, differences in learning abilities, limited instructional resources, and opportunities for professional development. To address these challenges, the participants recommended strengthening the English curriculum, expanding teacher training, improving learning facilities, integrating technology into classroom instruction, and providing students with more opportunities to use English in meaningful contexts.

These findings answer the research objectives by providing a deeper understanding of teachers' perceptions, the factors that influence teaching quality, the challenges encountered in classroom practice, and recommendations for improvement. The study suggests that improving the quality of English language teaching requires collaborative efforts among teachers, schools, and educational policymakers. Supporting teachers through continuous professional development, adequate learning resources, and appropriate curriculum implementation may contribute to more effective English learning experiences for young learners. Furthermore, this study contributes to the existing literature by providing context-specific evidence from primary schools in Cimahi, where teachers' experiences may differ from those reported in other educational settings.

This study has several limitations. First, the study involved only three teachers from three primary schools in Cimahi; therefore, the findings cannot be generalized to all primary schools in Indonesia. Second, the study focused only on teachers' perspectives and did not include the views of students, school leaders, or parents. Future research is recommended to involve more participants from different regions and educational contexts to obtain broader perspectives on the quality of English language teaching. Further studies may also examine students' learning experiences or evaluate the effectiveness of specific teaching strategies and professional development programs to support English language teaching in primary schools.

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