This study concerns with the linguistic and non-linguistic problems faced by the teacher in teaching English for Young Learner at MIJS Malang. The writer conducted this study because she wants to know the linguistic and non-linguistic problems by the teacher in teaching EYL and how the teacher solves the problems.

In this study, the writer used descriptive qualitative design. The subjects of this study were three teachers who taught English at MIJS Malang. The instruments used to collect the data were semi unstructured interview and observation.

The purposes of this study are found out the linguistic and non-linguistic problems faced by the teacher and how the teacher solves the problems in teaching EYL.

The result of this study indicated that the problems covered both linguistic and non-linguistic problems. In the linguistic problems, the writer only focused on pronunciation, grammar and vocabulary. Whereas, the non-linguistic problems were teacher, student, material, and media.

The solution of linguistic problems employed by the teachers were explained the sentences in detail, drilled the students, corrected the students’ incorrect sentences, pronunciation and intonation directly, practiced English in daily study. And the solution of non-linguistic problems were separated the noisy students, advised them, gave more attention, used interesting media, and developed the material, gave repetition, and practiced English everyday. Therefore, the teachers who teach English for Young Learner at Elementary School need a special skill. Besides having sufficient profiency, EYL teacher has to be active, creative, helpful, patient, and welcome. So, teachers can handle students in the classroom well.