

CHAPTER I

INTRODUCTION

This chapter presents the research background, problem (s), research objective (s), scope and limitation, research significance, and definition of critical terms.

1.1 Research Background

English is one of the most vital subjects in this 21st century. English has become the key to instruction, workplaces, laws, commerce, etc (Chakraborty, 2020). It is very crucial for individuals to thrive in an increasingly interconnected and English-dominated world in academic, professional, and social settings in this digital age. The English language is important in promoting effective communication, intercultural understanding, and global citizenship.

Practical strategies, persistence, and dedication are necessary when learning English as a second language Dilnoza Rizoqulovna (2023). Thus, guidance, support, and instructions must be provided in the field of English as a second language in primary school. Moreover, incorporating culturally responsive teaching methods and materials that resonate with students' diverse backgrounds can significantly enhance their engagement and comprehension.

According to Baranowska (2021), it is indeed a problem to be solved in teaching language to young learners, particularly when it is learned as a second language. In addition, it emphasizes the need for teaching methods tailored to young learners, which often require more engaging and interactive approaches than those used with older students.

It is widely acknowledged that beginning foreign language instruction in preschool or elementary school at a young age provides a solid basis for young students' long-term language proficiency development and intercultural awareness growth Jaekel, et. al., (2022). This early exposure to a new language and culture nurtures an open-mindedness and appreciation for diversity from a young age, critical components in today's increasingly interconnected global society.

It enhances students' abilities, expands their global awareness, prepares them for future academics, and opens career opportunities. As claimed Wallin & Cheevakumjorn (2020), evidence is clear that young learners will have better accents and more diversified vocabulary than older learners. Consequently, this early proficiency can lead to more confidence in language use, which is beneficial in academic contexts and invaluable in professional environments where fluency and articulation are often crucial to success. Furthermore, early exposure to language learning can enhance cognitive skills such as problem-solving, critical thinking, and creativity, which are highly sought after in the global job market.

Referring to Noor, et. al., (2023); the English language teaching problem is an important issue discussed in diverse contexts worldwide. One of the persistent problems in English language teaching is the motivation and engagement of students. Besides, it is very crucial to integrate technology and interactive tools in the classroom to make the learning process more dynamic and appealing to today's digitally oriented students.

However, teachers should come out with a lot of strategies to face the problems. It is becoming really crucial since teaching English in elementary school

is the base determinant for the next stage of language skills. Luh, et. al., (2020) assert that in order to keep students interested and motivated in the teaching and learning process, teachers must implement effective learning strategies.

Thus, by analyzing the problems, creating a positive learning environment for students lies with all teachers. In fact, the most important component in managing the processes of teaching and learning is the teachers (Kaur, 2019). Ultimately, the success of students in their learning journey is deeply intertwined with the dedication, skill, and passion of their teachers. According to the background presented, the researcher chose to conduct the research to expose problems faced by English language teacher during teaching-learning process at SDN 4 Wates.

The urgency of this thesis arises from the pressing need to address the challenges faced by English language teacher at SDN 4 Wates. Since English proficiency is vital in today's interconnected world, understanding these challenges is crucial for improving educational outcomes. The research aims to identify specific problems which hinder effective teaching learning process. By highlighting these problems, the research seeks to foster professional development and enhance teaching strategies, ultimately benefiting both educator and students in their language learning journey.

1.2 Research Questions

From the background of study above, the researcher formulated the research questions as follows:

1. What are the teacher's problems in English language teaching to fifth-grade students at SDN 4 Wates?
2. What are the teacher's strategies to overcome the problems in teaching English to fifth-grade students at SDN 4 Wates?

1.3 Research Objectives

Based on the research problem, the objective of the research description is:

1. To expose teacher's problems in English language teaching at SDN 4 Wates, specifically in fifth grade.
2. To expose teacher's strategies to overcome the problems in English language teaching at SDN 4 Wates, specifically in fifth grade.

1.4 Scope and Limitation

This study investigates problems faced by elementary school teacher at SDN 4 Wates to fifth-grade students in English language teaching and explores strategies to address those problems. According to the curriculum, the highest grade on SDN 4 Wates was having a tight schedule for preparing the final assessment. The researcher chose to conduct research in fifth grade specifically because of the curriculum complexity, which includes more complex language skills, including advanced reading, writing, and comprehension tasks. Observing this grade can offer a detailed view of how teachers manage dynamic problems and the corresponding strategies.

1.5 Research Significance

After learning and analyzing the problems, the researcher expects that this research will contribute to teacher reflection, student learning outcomes,

professional development, and advances in research in this area. By recognizing and understanding these problems and the corresponding strategies, stakeholders can work together to create a supportive environment, increase teacher effectiveness, and ultimately promote quality English language teaching.

1.6 Definition of Key Terms

In relation to this research, the researcher provides a definition of key terms used to aid reader understanding.

1. Teacher's problems

According to Cambridge Dictionary, a situation that causes difficulties and that needs to be dealt with. Teacher's problems are the situation that causes difficulty faced by teachers in their professional roles.

2. Teacher's strategies

Teacher's strategies involves instructional practices that educators use to facilitate learning and promote student engagement, understanding, and achievement.

3. Elementary school

Elementary school, also known as primary school, typically refers to the first stage of formal education, following pre-school or kindergarten, and preceding secondary school.