

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the relevant literature that the researcher considered in strengthening the importance of the present research in the research framework.

2.1 English Language Teaching

English language teaching (ELT) refers to the practice of teaching English as a second or foreign language to non-native speakers. As stated by Alem (2020), generating approaches and methods is one of the significant values in the field of second or foreign language instruction. ELT develops four language skills: listening, reading, speaking, and writing.

It also encompasses the teaching of grammar, vocabulary, pronunciation, and cultural aspects of the English language. The goal of English language teaching is to enable learners to communicate effectively in English, both orally and in written form. It plays a crucial role in promoting global communication and fostering intercultural understanding.

In the context of elementary school, ELT concentrates on instructing English to young learners. The ultimate goal is to enable learners to communicate effectively in English, fostering global communication and intercultural understanding. In the context of elementary school, ELT focuses on young learners, employing engaging methods to lay a solid linguistic foundation. Early foreign language instruction, as highlighted by Jaekel et al. (2022), is crucial for long-term language competency development and intercultural awareness growth,

underscoring the pivotal role of teachers in shaping students' language learning journey.

2.2 Teacher's Role in English Language Teaching

Teachers play a crucial role in creating a positive and inclusive learning environment. The ability to create a safe space where every student feels valued and respected is essential for their overall well-being and academic success. According to (Pearson, p. 108-110), this requires:

a. Controller

Controller are in charge of the class and of the activity taking place and are often 'leading from the front'. Controllers take the register, tell students things, organize drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom.

b. Participant

Participant refers to the role of an educator who actively engages in a learning or research endeavor alongside students or other participants. In this role, the teacher takes on the dual role of both facilitator and learner, contributing their expertise and guidance while also participating in the learning process themselves.

c. Prompter

Prompter refers to the role of an educator who provides guidance and clues to students to help them think critically, problem-solve, and engage actively in the learning process.

d. Resource

Resource refers to the role of a teacher who serves as a valuable source of information, guidance, and support for their students. Here are some key aspects of the teacher's role as a resource.

e. Tutor

Tutor refers to the role of an educator who provides personalized, focused instruction to students outside the standard classroom setting. This role is more individualized and often targets specific learning needs, difficulties, or goals of a student.

However, teachers' effectiveness is essential in overcoming the diverse challenges encountered in English language teaching, including cross-curricular, student-related, cultural, and contextual problems.

2.3 Teacher's Problems

According to the Cambridge Dictionary (n.d.), a problem is 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. In the realm of English language teaching, teachers face a variety of problems that significantly impact the effectiveness of teaching and learning outcomes.

Understanding and addressing these problems is crucial for creating an educational environment that promotes student engagement, fosters language proficiency, and ultimately, ensures successful language acquisition. In order to have a better understanding of the interconnected nature of problems faced by teacher in English language teaching, the researcher divides into three sub-sections encompassing curricular, students-related, also cultural, and contextual problems.

2.3.1 Curricular Problems

Teaching English is a dynamic and difficult discipline, and teachers must overcome a variety of obstacles within the curriculum. The book *Approaches and Methods in Language Teaching* by Richards and Rodgers (2001) offers insightful information about the various problems that English language teachers encounter. Using the material from the aforementioned source as a basis, this literature study seeks to investigate the major issues that educators face when teaching English within the prescribed framework.

The misalignment of the required curriculum with the real needs and interests of the students is a major problem that teachers have when teaching English. Considering students' varied linguistic backgrounds, and learning preferences, may not always be taken into account by the curriculum subject, which can cause disengagement and hinder language acquisition. As stated by (Richards & Rodgers, 2001, p. 158) that teacher needs to develop strategy in facing students differences. Moreover, a lack of motivation and relevance in language learning can be caused by this mismatch between the curriculum and the demands of the students, which can impede their progress and overall language development.

Besides, the lack of emphasis placed on communicative competence in English language instruction courses is another common problem (Richards & Rodgers, 2001, p. 168). Traditional curriculum frameworks may place more emphasis on vocabulary examinations, grammar drills, and rote memorization than on realistic communication skills, which makes it more difficult for pupils to use English in everyday situations. An excessive focus on technical language exercises

may hinder students' ability to communicate effectively and participate in meaningful English-language exchanges.

2.3.2 Student-Related Problems

Students-related problems in English language teaching refer to challenges and difficulties that arise due to factors directly associated with the learners themselves. These problems encompass a wide range of issues that impact the effectiveness of teaching and learning processes. The nature of student-related problems can vary significantly.

Additionally, Kustati et. al., (2020) stated that one of the problem of English language teaching is attitudes of EFL teachers towards multicultural students. The problems faced by English teachers in the learning process with these students come from the content of English teaching materials, from within the students themselves, and from the environmental responses to the different linguistic, social, and cultural conditions of these students.

According to Mustafa et. al., (2015) the various key attitudinal factors among Indonesian university students. These factors included attitude, motivation, achievement motivation, interest, perseverance, and self-esteem. Understanding these factors is crucial for educators to tailor their teaching approaches effectively and address the diverse needs and motivations of English language learners.

Furthermore, Humaeroah et. al., (2023) stated that the common behavior problems faced by teachers in the primary school English classroom include sensory processing disorder, aggressive students, inappropriate language, and inattentive students. Addressing these behavior issues requires a combination of

effective classroom management strategies, differentiated instruction, to create a conducive learning environment for all students. In addition, fostering awareness in student-related problems helps reduce behavior issues and support students' emotional growth.

2.3.3 Cultural and Contextual Problems

Cultural-contextual problems involve challenges stemming from society's cultural background, societal norms, and contextual factors present in the teaching and learning environment. These problems emerge due to the diverse cultural backgrounds of students, as well as the cultural and contextual influences that shape the teaching and learning process:

1. Based on Shan & Abdul Aziz (2022), the identified problems are the lack of facilities, infrastructure, and teaching materials, as well as issues with teacher confidence, ICT facilities, and contact hours.
2. As stated by a book "The Role of Images in the Teaching and Learning of English: Practices, Issues, and Possibilities" (2022), that various problems faced in English language teaching, including issues with teacher quality, classroom management, school facilities, curriculum implementation, parental support, and student attitudes towards English.
3. Furthermore, Shorouq Ali Al-Ghamdi, Afrah Hafiz Al-Oweidi, (2021) stated that problems in English language teaching including poor academic achievement, traditional teaching methods, lack of student motivation, and inadequate utilization of active learning strategies.

4. According to Thabit et al. (2019 p. 488–489) large class sizes, lack of teaching aids, low proficiency of teachers in English, limited experience with communicative language teaching.

Thus, problems faced by teachers in English language teaching reveals a complex landscape that significantly impacts the quality of language education. These challenges are interconnected and collectively influence the effectiveness of teaching and learning outcomes. Addressing these problems is paramount for improving the quality of language education, as it not only enhances student engagement and language proficiency but also fosters a supportive and inclusive learning environment. By understanding the interconnected nature of these challenges and implementing targeted interventions, educators can create enriching language learning experiences that empower students to succeed in their language acquisition journey.

2.4 Possible Strategies

Teachers employed a diverse array of methodologies and approaches to facilitate effective language teaching. Defined within this context, teacher's strategies encompass the pedagogical methods, and instructional practice utilized by teachers to engage learners, promote language acquisition, and enhance learning outcomes. These strategies are tailored to address the multifaceted problems encountered in language education.

By employing strategic approaches, teachers aim to create dynamic and interactive learning environments that cater to the diverse needs and learning styles of students. Thus, understanding the concept of teacher's strategies is essential for

teachers seeking to optimize their teaching practices and foster a supportive atmosphere conducive to language learning and proficiency development.

2.4.1 Possible Strategies for Curricular Problems

Approaches and Methods in Language Teaching by Richards and Rodgers (2001) highlights the variety of issues faced by English language teachers within the curriculum theme. This analysis of the literature draws on the aforementioned source's ideas to examine practical methods that educators can use to improve English language instruction within the curriculum and overcome these obstacles.

According to Richards & Rodgers, (2001, p. 210) that students learn best when instruction addresses students' needs. Teachers can use differentiated instruction tactics to address the mismatch between the curriculum and the needs of their students. Teachers can adapt their lessons to each student's needs and interests by evaluating the language backgrounds, and their learning preferences. The curriculum can be made more interesting and pertinent for students by incorporating thematic units, project-based learning, and student-centered activities.

By creating individualized learning experiences that improve student motivation and language acquisition, educators can respond to the varied requirements of their students through differentiated instruction. Teacher can establish a more inclusive and productive learning environment that facilitates each student's language development journey by customizing instructional strategies and materials to match each student's distinct qualities.

Teachers can incorporate communicative language teaching methodologies into their classes to foster communicative competence in English language

instruction. Putting an emphasis on realistic materials, role-plays, pair and group exercises, and real-life communication tasks can help students improve their speaking, listening, reading, and writing abilities in relevant circumstances Richards & Rodgers, (2001, p. 170). Teachers can further assist communicative language learning by offering chances for language practice outside of the classroom through language exchanges, language clubs, and online resources.

2.4.2 Possible Strategies for Student-Related Problems

In teaching English to multicultural students, teachers employ various strategies to overcome student-related problems. These strategies include promoting respect and diversity by creating a classroom environment that values differences and celebrates cultural diversity. Encouraging open communication among students from different backgrounds through discussions and group activities fosters interaction and mutual learning. Assigning diverse groups for classroom activities helps students understand and appreciate each other's differences.

Additionally, encouraging the use of a common language, such as Indonesian, in school grounds can prevent miscommunication and build respect among students. Teachers also focus on understanding and appreciating the cultural backgrounds of their students to tailor teaching methods effectively. Patience and support are essential in helping students improve their English skills, especially in pronunciation and language acquisition challenges. Developing cross-cultural competence enables teachers to engage students in a global context, enhancing the overall learning experience for multicultural students.

As stated by Mustafa et al. (2015) in addressing student-related problems, teachers can employ various strategies to support and enhance students' learning experiences. Some effective strategies include providing positive reinforcement and encouragement to boost students' motivation and self-esteem, creating a supportive and inclusive classroom environment to build a strong engagement, offering personalized feedback and guidance to address individual learning needs, implementing interactive and engaging teaching methods to cater to diverse learning styles, and promoting a growth mindset to encourage resilience and perseverance in the face of challenges. Additionally, establishing open communication channels with students to address concerns and actively involving them in the learning process can help build a collaborative and empowering learning environment

Moreover, Humaeroah et al. (2023) also stated that to effectively handle challenging behaviors in the language classroom, teachers can employ a variety of strategies and techniques. Building positive relationships with students, organizing strategic seating arrangements, and encouraging active learning can help create a supportive and engaging classroom environment. By connecting classroom material to students' real-life experiences, utilizing Information and Communication Technology (ICT), and providing individualized support and strategies, teachers can address behavior issues effectively. Establishing clear expectations, using positive reinforcement, and fostering a positive classroom climate are also essential in managing student behavior. By implementing these approaches, teachers can create a conducive learning environment that promotes

student engagement, reduces disruptive behaviors, and enhances overall learning outcomes.

In conclusion, addressing student-related challenges in teaching English to multicultural students requires a multifaceted approach. Teachers can promote respect and diversity, encourage open communication, assign diverse groups, and understand students' cultural backgrounds. Effective management of challenging behaviors involves building positive relationships, utilizing technology, and setting clear expectations.

2.4.3 Possible Strategies for Cultural and Contextual Problems

Addressing the multifaceted challenges in English language teaching necessitates a comprehensive approach, as highlighted in these various studies:

1. Based on Shan & Abdul Aziz (2022) the strategies to overcome the contextual problems are to provide a proper training for teachers as a crucial solution, focusing not only on enhancing pedagogical skills but also on building teachers' confidence in educating students. The focus is in a specialized training programs to equip teachers with skills in preparing English learning materials and integrating suitable teaching pedagogies.
2. As stated by a book "The Role of Images in the Teaching and Learning of English: Practices, Issues, and Possibilities" (2022) which emphasizes the importance of utilizing pictures in classrooms to enhance language learning. While training on effective picture use is recommended, highlights in incorporating such training into teacher education programs to ensure future teachers are equipped with this valuable skill. Furthermore, active learning

strategies are proposed, encouraging teachers to engage students in interactive and participatory activities.

3. A unique recommendation by Shorouq Ali Al-Ghamdi, Afrah Hafiz Al-Oweidi (2021) emerges regarding the improvement of classroom conditions. Alongside suggestions for limiting class sizes and implementing proficiency tests for English teachers, this source advocates for the provision of adequate auditory and visual teaching aids and materials. Additionally, establishing new teaching classrooms for schools with increasing student numbers is proposed as an innovative solution to address overcrowding issues.
4. Lastly, Thabit et al. (2019 p. 488-489) introduces novel approaches to qualifying English teachers and integrating English skills into the curriculum. In addition to sending unqualified teachers to English language education programs, this also suggests making English a compulsory subject from the early grades. Moreover, encouraging teachers to teach English as integrated skills is highlighted as a progressive measure to enhance language education effectiveness in rural settings.

Furthermore, enabling educational supervisors to grasp the anticipated impacts of active learning strategies becomes imperative in supporting teachers to implement innovative teaching methods successfully, although the specific source is not provided. Finally, investigating the effects of active learning strategies on various aspects of the learning process underscores the importance of considering cultural and contextual factors in the application of teaching methodologies,

demonstrating a commitment to a holistic understanding of language instruction's nuances.

The strategies collectively contribute to mitigating the challenges posed by cultural and contextual problems, ultimately enriching the English language learning experience for students. Thus, by integrating these strategies into the subsections, we can provide targeted solutions to the specific challenges identified within each category, enhancing the effectiveness of English language teaching practices.

2.5 Elementary School

Education for children in elementary school (ages 6-12) is very important. Controlling the development of characteristic types in elementary school children requires appropriate and proportional guidance and guidance (Hamid 2020). Elementary schools focus on nurturing young minds, fostering a love for learning, and laying the groundwork for future academic success.

As stated by Lasha and Setiawan (2020), that research results show that character education in schools is very important as it can shape children's character, teach behavior, exercise discipline, and help them concentrate better. Elementary English teachers play an important role in laying the foundation for students' language skills, literacy development, and communication skills.

According to American Psychological Association (2019), children acquire knowledge and skills by relying on families, peers, and structured settings, such as daycare and early childhood education classrooms that are embedded in broader

contexts including schools, neighborhoods, communities, and society. Understanding this connection is essential to creating supportive environments and instructional plans that promote children's overall development.

In this case, the role of teacher is much needed all the more in the English subject since it is not the mother-tongue as Indonesians. It creates an engaging and supportive learning environment, differentiates education and encourages a love of reading and writing. Thus, through their dedication and expertise, English teachers contribute to the academic success of their students and equip them with essential lifelong learning skills.

2.6 SDN 4 Wates

SDN 4 Wates is one of Elementary School located in the culturally rich region of Tulungagung, East Java, Indonesia that committed to provides quality education. Embracing the local culture and values, the school fosters an environment where young minds are nurtured through a blend of traditional and innovative teaching methods. The school's well-maintained facilities are, spacious classrooms, library that becomes one room with pre-school students, and playgrounds that cater to the physical development of the students. The dedicated faculty at SDN 4 Wates is renowned for their expertise and passion for teaching, ensuring that each student receives personalized attention and guidance.

The school's curriculum is Kurikulum Merdeka, from the Ministry of Education, Culture, Research and Technology designed to encompass not only academic excellence but also the development of essential life skills, encouraging students to become well-rounded individuals. With a strong emphasis on

community involvement, SDN 4 Wates regularly engages in local events and projects, fostering a sense of responsibility and connection among its students. SDN 4 Wates has vision, missions, and goals that supports the character education values of students. The vision, missions, and goals of SDN 4 Wates are as follows:

a. Vision of SDN 4 Wates

“School as the center of activity for the formation of intelligent, skilled, noble human beings, with character, fear of the Almighty God, and highly competitive.”

b. Missions of SDN 4 Wates

- Implement learning and mentoring in an active, innovative, creative, effective, and fun way so that the entire student can develop optimally, in accordance with their talent and potential
- Guiding students to practice religious teachings at school, at home, and in community environments.
- Growing a spirit of “excellence” for achieving achievement in all school citizens, both in the academic and non-academic fields.
- Facilitating increased professionalism of educators and educational resources.
- Implement participatory management by involving all school citizens and school committees as well as other stakeholders in a school-based management framework. Implement participatory management by involving all school citizens and school committees as well as other stakeholders in a school-based management framework.

c. Goals of SDN 4 Wates

- Students believe and fear God.
- Students are physically and spiritually healthy.
- Students have a basic knowledge, ability, and skills to pursue education at a higher level.
- Students love the nation, the community, and its culture.
- The students are creative, skilled, and work so that they can develop themselves continuously.

2.7 Previous Studies

In this research, the researcher provides studies related to the Teacher's Problems in English Language Teaching. The first research conducted by Bobrik et al. (2020). This study identified the problems faced by English teachers in teaching young learners at SD Katolik Santa Theresia were identified. The challenges included teaching listening, motivating students, and the lack of suitable textbooks. In teaching listening, the teachers found that students had difficulty comprehending spoken English, especially when the teachers spoke quickly.

To address this challenge, the teachers used audio listening materials to improve students' listening skills. However, the lack of facilitated listening materials from the school made it difficult for the teachers to enhance students' listening abilities. Motivating students was another challenge faced by the teachers. Some students were not motivated to learn English, and the teachers had to find strategies to keep them engaged.

The teachers gave attention and care to the students, and they created alternative materials such as LKS (Lembar Kerja Siswa/Student Worksheets) to make the learning process more interesting and interactive. The lack of suitable textbooks was also identified as a challenge. The teachers had to rely on their own creativity and resourcefulness to create materials that catered to the needs of young learners. They used various teaching strategies, such as songs and games, to make the lessons more enjoyable and effective.

To overcome these challenges, the teachers in this study used strategies such as giving attention and care to the students, creating alternative materials, and using interactive activities. They also emphasized the importance of understanding language teaching theories and effective classroom management. Additionally, creating a fun and creative learning atmosphere, addressing specific challenges like limited vocabulary and lack of motivation, and focusing on speaking and understanding were highlighted as important strategies for teaching English to young learners.

The second research is from (Kristen Satya & Wacana, 2016), that explores about the difficulties faced by teachers in teaching English to elementary students at SD Kristen Satya Wacana. The problems identified included dealing with students' different background knowledge, the lack of time for English teaching, and the gap between teachers' English proficiency and their knowledge in teaching English for elementary school. To address the challenge of students' different background knowledge, the teachers had to find the best way to teach young learners with varying levels of English proficiency. They had to strike a balance

between teaching basic English to those who had no prior knowledge and challenging those who had already learned English before.

The lack of time for English teaching was another challenge mentioned by the teachers. They had limited time to explore English with the students. To overcome this challenge, the teachers made use of the available time by incorporating English activities into the classroom routine, such as warm-up exercises and students' movement. The gap between teachers' English proficiency and their knowledge in teaching English for elementary school was also identified as a challenge. Some teachers had a good command of English but lacked the pedagogical knowledge required for teaching young learners. To address this challenge, the teachers needed to continuously improve their English teaching skills and seek professional development opportunities.

In summary, the challenges faced by teachers in teaching English to young learners include difficulties in teaching listening, motivating students, the lack of suitable textbooks, dealing with students' different background knowledge, the lack of time for English teaching, and the gap between teachers' English proficiency and their knowledge in teaching English for elementary school. Strategies to overcome these challenges include using audio listening materials, creating alternative materials, giving attention and care to students, using interactive activities, incorporating English activities into the classroom routine, continuously improving teaching skills, and seeking professional development opportunities.

Thus, the researcher presented relevant previous studies to contextualize the current research, which focuses on exploring teacher's problems as well as the

strategies in overcoming those problems in English language teaching at the fifth grade of SDN 4 Wates. This examination highlights potential similarities and distinctions in topic-related characteristics, offering valuable insights into the specific context under investigation. Additionally, referencing those previous studies aids in delineating the unique contributions and perspectives of the current research within the broader scholarly discourse on the subject matter.

