

CHAPTER I

INTRODUCTION

1.1 Research Background

Various levels of education are increasingly using the application of the English International Language in teaching English. Llurda (2004) argues that EIL is an international English language used by non-native speakers to interact with native speakers or non-native speakers with other non-native speakers from different countries. Based on this, EIL plays an essential role in clarifying students' understanding while learning English at school. In other words, EIL helps connect the knowledge of non-native students through communication or conversations carried out by native speakers, either from audio or video conversations provided by the teacher.

The existence of native speakers and non-native speakers is a factor that can determine their role in teaching English in the Classroom. Based on the five principles of the part of the EIL-oriented teacher, McKay in Renandya (2009) defines the first principle as the understanding of intercultural competence in improving communication between students and native speakers. The second principle is to help students become aware of other variations of English which can broaden their knowledge of the various forms of English. The third is to cultivate the habit of students using multilingual in the Classroom. Furthermore, the fourth principle is that teachers use teaching materials that include local and international cultures. In teaching, teachers should not only focus on western culture but also have to implement local

culture in teaching English. Therefore, students can get to know their culture better because it is more in touch with their daily environment. The last principle is the introduction of teaching methodologies that are socially and culturally responsive.

In teaching EYL, the teachers also experienced several challenges. Research conducted by Muliasari et al., (2018) found the challenge faced by some future teachers who teach in Kindergarten. There are at least five challenges that they usually encounter in teaching. First is the need for more confidence when speaking English in class, especially when the pronunciation still needs to be corrected. The second challenge is the difficulty of giving instructions to students in English. The third is the challenge of managing the class so that the atmosphere remains conducive and students remain orderly during learning. The next challenge is learning media that students consider less attractive, even though the media has a variety of colors. The fifth is the difficulty in making assessment tools to measure students' English skills and apply them to real situations. In addition to these five challenges, research conducted by Prawiro et al., (2019) also reveals several other challenges that EYL teachers may face. The teacher whose knowledge is still limited in using technology is the main challenge that teachers experience. They are used to using books only as a source for teaching. Therefore, using the internet as another supporting medium in learning is quite difficult for teachers. Other teachers found that their students were more internet savvy than the teacher. Another challenge is in the form of differences in the character of students, which allows them to have different wants and needs in learning. Third, dealing with

children requires extra patience because they have their own world. When children are busy in their world, the topics the teacher discusses can become something else because they lose focus.

Meanwhile, there are few studies on EIL implementation in English Language Teaching (ELT) contexts. The research entitled *Evaluating the Suitability of Teaching EIL for the German Classroom* with qualitative methods conducted by Syrbe (2018) found that secondary school teachers in Germany are looking for alternative sources of teaching materials to introduce the diversity of English to their students. Although there are limitations in accessing the internet in class, students can still use the Backbone site. The site is an ELF corpus that can provide an overview of various English speakers. Students can see English speakers with different speaking styles and pronunciations that are part of EIL.

On the other hand, Mahendra (2020) conducted qualitative research in *An Understanding of Plurality: A Case Study Of Teaching and Learning English as An International Language (EIL) Approach in An Indonesian Senior High School*. The results of this study indicate that English teachers at SMA Negeri Tebing Tinggi have difficulty applying the EIL approach in the Classroom. These problems include student problems, teachers' lack of understanding of variations in English, beliefs in teaching, preferences, textbooks, and curriculum. At the university level of education, Lee & Chen Hsieh (2018) conducted a quantitative study on four aspects of EIL (CSE, VE, SMC, and ESI) based on the perceptions of Taiwan and Korean EFL students in a

survey entitled *University students' perceptions of English as an International Language (EIL) in Taiwan and South Korea*. Researchers got three main findings: the students were positive by agreeing with the general concept of EIL; they also responded positively to the English possession of their local varieties, and Korean students seemed less interested in English listening material that involves accents and interactions between Non-Native English speakers.

Based on several previous studies, it is apparent that none of them has specifically investigated the context of EIL in EYL teaching, especially in the context of kindergarten in Indonesia. Therefore, the researcher intends to conduct a study to find out more about how the English teachers in Kindergarten integrate EIL in teaching English.

1.2 Research Problems

The research problem states as follows:

1. How do the Kindergarten English teachers apply EIL in teaching English to the students?
2. What are the challenges the Kindergarten English teachers face in applying EIL?
3. How do the teachers deal with the challenges?

1.3 Research Objectives

1. To find out how the Kindergarten English teachers applied EIL in teaching English to the students
2. To find out the challenges the Kindergarten English teachers face in applying EIL
3. To find out how teachers deal with challenges

1.4 Scope and Limitation

This research focuses on how teachers integrate EIL in teaching English in Sandhy Putra Telkom Sumbawa Kindergarten, their challenges, and how they deal with them. Meanwhile, the limitations of this research are only to examine four out of six teachers who teach English at Sandhy Putra Telkom Sumbawa Kindergarten.

1.5 Research Significances

1. English for Young Learners Teacher

This research provides an understanding for EYL teachers about using EIL in the EYL classroom.

2. Pre-Service English Teacher

This research expects to provide an increase in understanding of the application of EIL learning in Kindergarten.

1.6 Definition of Key Terms

To better understand the terms used in this research, the following are definitions of the keywords used:

1. English as An International Language

English is internationally used to connect people who use English as a mother tongue or foreign language. At the same time, non-native speakers can use English as a means of expression to interact with speakers from different cultures by incorporating local and international elements (Llurda, 2004).

2. English for Young Learners

According to Pinter, A. in Smith (2012) and Suyanto (2013), English for Young Learners is English learned by young learners ages 5 to 12.

3. TK Sandhy Putra Telkom Sumbawa

Kindergarten under the Sandhykara Putra Telkom Foundation, located in Sumbawa Regency, West Nusa Tenggara, was established in 1980 and is still operates today.