

CHAPTER I

INTRODUCTION

This chapter introduces the research by outlining the background of the study, the research questions, the research objectives, and its potential contributions. The background of the study explores the existing gaps in the literature, the challenges or problems being addressed, and the topic's significance in the current academic or practical landscape. The research questions are designed to guide the inquiry and focus the study on specific aspects of the problem or phenomenon under investigation. The objectives of the research outline the particular aims and goals the study seeks to achieve. The potential contributions of this research highlight its expected impact theoretically, practically and empirically.

1.1 Research Background

Recently, bilingual education has emerged as a widely recognized approach to improve English proficiency. Bilingual education can improve English skills by providing students with a rich linguistic environment that encourages language development through interaction, content learning in both languages and integrating diverse cultural perspectives (Hamman-Ortiz & Palmer, 2023). Amalia and Marzuki (2023) assert that numerous educational institutions have implemented bilingual classroom initiatives to enhance students' English competence. These programs are often integrated into the school curriculum, and the prevalence of bilingual schools continues to grow, particularly in Indonesia. A study explains that Indonesia requires bilingual education to advance English proficiency and adequately prepare students for participation in a globalized world, recognizing that English has evolved into a global language (Archana, 2023; Mehrajuddin & Wani, 2022). Implementing bilingual classes enhances language competencies and expands academic opportunities, aligning with the evolving demands of society (Insani et al., 2024). Bilingual classrooms are crucial in improving students' global competitiveness, fostering intercultural communication skills, and supporting sustainable development goals (Vellojin et al., 2020).

Effective English-Indonesian bilingual programs in Indonesian educational institutions necessitate an adequate supply of bilingual teachers, ongoing professional development for teachers, implementation of communicative instructional strategies, integration of English within the school environment, and collaboration between language and subject matter teachers (Baa, 2023). Another study reveals that Indonesian bilingual teachers require English language training to enhance their teaching proficiency and improve their ability to communicate effectively with students in everyday interactions (Agoestyowati, 2021). In conclusion, the success of English-Indonesian bilingual programs in Indonesia relies on skilled bilingual teachers, ongoing professional development, and effective English training to enhance teaching and communication with students.

Therefore, bilingual programs need English teachers with high language proficiency. A research indicates that teachers with lower language proficiency levels can still convey lesson material and evaluate students but their level of adaptability is generally lower in comparison to more proficient teachers (Yusuf & Novita, 2020). Wang's (2019) suggests that language proficiency level in language and the attitudes toward learning, along with the methods employed, directly or indirectly influence the acquisition of teaching knowledge among English teachers. As the demand for English language teachers continues to rise, proficiency of the English language by teachers becomes increasingly crucial for their teaching efficacy because of its significant impact on students' English achievement (Lin et al., 2024).

English proficiency is vital for English teachers, particularly to equip them to meet the challenges of 21st-century education. A research indicates a significant correlation between proficiency levels and teaching effectiveness (Pizarra & Velasco, 2023). Another study highlights the strong correlation between proficiency levels and teaching outcomes, indicating that higher proficiency leads to enhance teaching performance (Ishak, 2021), exhibit positive attitudes towards both students and the educational institution, and generally experience higher levels of motivation and happiness (Dewaele & Leung, 2022). Prayogo's (2022) further asserted that English teachers in Indonesia must possess proficiency, knowledge, awareness, and

comprehension to confront the challenges and shifts of the 21st century effectively.

Nevertheless, a study shows the reality which remains that several teachers lack sufficient English proficiency and teaching qualifications (Alqahtani & Albidewi, 2022), particularly in Indonesia (Eddraoui et al., 2023; Sukyadi, 2015). This discovery is supported by a study revealing that EFL teachers in Indonesian high schools lack the essential general and skill-based knowledge required for language assessment. Consequently, the lower proficiency scores in these three areas may be due to poorly designed assessment programs, a lack of professional development workshops, and the inherent difficulties in accurately assessing these skills (Wiyaka et al., 2024). The finding of this study is consistent with other research that identified deficiencies in fundamental teaching skills among some pre-service English teachers. These skills include classroom management, effective questioning, reinforcement of skills, and facilitation of small group discussions, highlighting the necessity for targeted training (Husain et al., 2023).

As previously noted, addressing this issue necessitates the implementation of teacher professional development (TPD) programs which are essential for English teachers to enhance their pedagogical practice, reflect on their teaching experience, and contribute to the school's professional life. TPD improves the quality of education and offers learning opportunities for teachers (Bhandari, 2021) with diverse backgrounds, confidence levels, and motivation levels (Avillanova & Kuswando, 2019). Another study shows that EFL teachers in Indonesia have participated in various professional development programs, revealing a positive correlation between these programs and teaching behavior. This highlights the importance of professional development in improving teaching practices and may encourage teachers to engage more actively in such programs to enhance their skills and improve learning activities (Ayu & Ningsih, 2023). Therefore, English training as TPD is one of solutions to enhance English teacher's proficiency (Maharddhika et al., 2023) considering the issue can arise due to teachers' insufficient training (Wahyuningsih et al., 2018).

Given these considerations, teacher training constitutes a fundamental

educational requirement, offering numerous advantages for teachers to enhance the quality of their instruction. Teachers must acquire sufficient educational and professional training to attain the necessary knowledge and instructional skills, enabling them to fully commit to the teaching profession (Xodjiakbar Qizi et al., 2020). A study shows that English teacher training significantly improved teachers' pedagogical skills and practices. It helped future teachers develop a deep understanding of teaching methods, student relationships, and classroom management, while also boosting their confidence and motivation. This training enhanced adaptability and problem-solving skills, equipping teachers to create engaging learning experiences and become influential figures in their students' lives (Essafa & Jihane, 2023). Additionally, another study highlights the benefits of training programs based on teachers' perception, which include enhanced teaching strategies, improved classroom management, the integration of technology, and increased collaboration among teachers (Bibi et al., 2024).

Training is described as a deliberate intervention aimed at improving the factors influencing individual job performance, leading to increased performance within the organization (Kaumi Alkali Kalli et al., 2023). Another academic defines training as a human resource management concept comprising clearly instructed tasks aimed at improving abilities, thereby enhancing employee performance (Wardhani & Sopiah, 2023) as well as knowledge related to specific areas of professional activity (Mamaqi, 2023). Within the realm of English teacher training, it is designed to elevate teaching capabilities, foster professional growth, and enhance proficiency in English language instruction, all of which are essential for enhancing educational outcomes and pedagogical approaches (Jassim, 2021), rather than solely focusing on language learning or teaching skills (Juan & Fangfang, 2023).

Scholars are conducted concerning this topic, and the findings indicate that training programs should be tailored to meet the specific needs of teachers in their teaching practices. Disparities in teacher competencies can be attributed to global restructuring, such as curriculum reforms, or identified within didactic activities and centralized at the national level, such as counseling and guidance lessons. However, continuing professional development should concentrate on issues pertinent to the specific community or school involved. Therefore, a progressive approach that analyzes training needs, beginning with the general social context and culminating in the individual perspectives, is more comprehensive (Butnaru, 2020). This is essential because training that does not align with teachers' needs may be pointless and ineffective when it comes to implementation in the classroom (Averina & Kuswandono, 2023). However, the efficacy of teaching is closely linked to the effectiveness of learning (Aisyah, 2022).

Numerous scholars have explored the critical necessity for English training. Yet, there exists an underexplored dimension of this subject concerning the execution of such training and the obstacles encountered by bilingual elementary school teachers, particularly in Indonesian. Subsequently, the researcher identified a suitable bilingual school for the study. Situated in a rural setting, this school stands out as the only school in the region that places significant emphasis on English education (bilingualism). Bilingualism refers to the ability in speaking two languages (Fakiroğlu & Topraksoy, 2023). In this context, the two languages consist of Indonesian, with a usage rate of 70%, and 30% usage rate of English.

Moreover, the school offers dedicated training facilities aimed at enhancing teachers' language proficiency, enabling them to fully utilize their linguistic abilities. Attendance of these training sessions is mandatory for all teachers in line with the school's bilingual objectives. The execution of English language training for teachers is essential in enhancing their teaching effectiveness, as they are expected to optimize the use of English as a medium of instruction during classroom learning. This study will draw upon the theory outlined in Penny Ur's book (2009) concerning the practical and theoretical aspects of teacher training and development.

Based on the explanation above, the researcher took a research under the title **“Revealing the Implementation of English Training to Assist the English Proficiency among Bilingual Elementary School Teachers”**.

1.2 Research Questions

Based on the background provided, the following questions arise:

1. How is the process of implementing the English training carried out to assist teachers' English proficiency in bilingual elementary school?
2. What challenges teachers face in participating English training programs in bilingual elementary school?

1.3 Research Objectives

Based on the research questions, the purposes of this study are:

1. To explore the process of implementing the English training carried out by the teacher to assist teachers' English proficiency.
2. To investigate the challenges teachers face in participating English language training programs in bilingual elementary school.

1.4 Significances of the Study

This research contributes significantly to numerous disciplines of study, enriching knowledge and comprehension.

1. Theoretical

The researcher embarked on this study with the theoretical expectation that the study would provide insights into the efficacy of English training programs conducted by schools for teachers. The research advances the theoretical understanding of language acquisition and proficiency improvement within the context of bilingual education. By applying existing theories to bilingual elementary school teachers in Indonesia, it offers fresh perspectives on designing and implementing English training programs that address their unique needs.

2. Practical

The findings hold substantial practical implications for the design and implementation of English training programs aimed at bilingual teachers. This study provides actionable recommendations for teachers and policymakers to enhance English proficiency, thereby improving teaching quality and student outcomes. For teachers participating in the training, it is expected that a comprehensive understanding of the quality of English language training will result in improved learning experiences. Teachers will be better equipped to master the material and effectively convey it to their students. Access to such training enables teachers to refine their instructional practices, while principals can utilize the research findings to enhance the quality of training programs within their schools.

3. Empirical

The empirical contribution of this study lies in providing evidence-based insights into the implementation of English training programs for bilingual elementary school teachers. The study offers context-specific insights into bilingual elementary school environments, showcasing how English training is adapted to local needs, cultural factors, and institutional constraints. The empirical evidence generated can serve as a foundation for developing or improving future English training initiatives. It highlights practices, lessons learned, and areas needing improvement, thereby guiding future program design and implementation. By generating actionable data and real-world insights, this study makes a significant empirical contribution to the fields of bilingual education, teacher training, and second-language acquisition.