

CHAPTER 1

INTRODUCTION

This chapter discusses the research background, research questions, research purposes, research significance, research scope, conceptual framework, and previous study.

1. Background

This study investigates English learning at the elementary school level. This study is concerned with the lack of interest in learning English at the elementary school level, which is caused by several problems. The present study considers that the English learning problems may derive from lack of motivation, difficulty in understanding the material and most students' assumption that English is a complex subject. This study believes that an investigation into these three problems can find the solution to learning English at the elementary school level.

This study considers the lack of students' motivation in learning English at the elementary school level. Motivation is one factor that affects students' achievement in learning English. As defined by Ur (1991:274), "motivated learner" is willing or even eager to invest effort in learning activities and progress. Therefore, the student should maintain their motivation in learning English. The student with specific goals will be more motivated to reach them and will contribute to helping them study more effectively. Students who have high learning motivation tend to have high learning outcomes. This means that students with low learning motivation will face difficulties during the learning process.

English is a complex subject for foreign language learners, particularly Indonesian students. Therefore, Indonesian students still find it difficult to comprehend English material. According to Susanto (2013), the teaching and learning process involves interactions between teachers and students to achieve learning objectives. Consequently, a teacher plays a critical role in influencing students' behaviour and thinking to achieve educational goals. Kirkgoz (2018)

said that elementary school students are children who still like playing, so the teacher must be able to make the enjoyable learning activities. A teacher must create a pleasant atmosphere when teaching elementary school children because young learners have characteristics that distinguish them from adult learners.

Students' misconceptions about English as a complex and boring subject contribute to low student learning outcomes. According to Basri (2018), elementary school students' difficulties in English learning are challenges in understanding text and understanding language skills. A language is a tool for communicating with other people, so learning English is different from learning other sciences. It is not sufficient to understand the theory of English grammar, including structure and vocabulary. Practice speaking will make a person more accustomed to pronouncing English sentences. Uno (2007) states that learning can be defined as the interaction between learning participants and teachers in a learning environment to achieve specific learning goals.

According to Aldabbus (2012), teaching enables one to remain forever young. When teaching children, one becomes familiar with their passions and problems. Bransford and Brown (1999) state in (Octavina, 2017) that "Children and adult learners of a foreign language differ in numerous ways." (p. 126). According to Cameron (2003), "there are some glaring differences: children as learners are frequently enthusiastic and active." (p.1). According to the statement, teaching young learners is a joyful and enjoyable experience, especially for teachers who have a thorough comprehension of the relevant theories and principles. In contrast, educating young students is not the same as educating adults. Young students' frequently fluctuating dispositions make it difficult for them to remain still.

Teaching English to young students differs significantly from teaching adults because young students are typically more enthusiastic, active, and adaptable. In general, elementary school is the first stage for young learners to acquire and comprehend English. Therefore, when selecting a method of instruction, the instructor should be dynamic and creative. "Elementary school students are still children who enjoy playing," Hafield (1985) writes in

(Sulistiyawkan, 2014). The teacher is therefore expected to be innovative and creative in devising their teaching style to make the English class more engaging" (p. 5).

The philosophy of teaching English to young learners has created some obstacles, particularly at the outset. The difficulties usually stem from the widespread belief that pupils must study English for free; at the elementary level, it is unimportant who will educate those young students. According to the International Bank, some foreign English instructors are not qualified to teach English in so many elementary schools. (Nunan, 2003)

Chung (2016) discovered that "one of the hardest things students had to do to learn vocabulary" was indeed "one of the hardest things students had to do to learn vocabulary." (p.56) Students acquiring English as a second language do not comprehend the target language's grammar and vocabulary well enough to comprehend the information. A large class size is a prevalent issue in many parts of the globe. This leads teachers to believe that learner-centered instruction is difficult or impossible, as they cannot carefully observe how students use language (Li) or use pair and group work (p. 12). Many teachers believe that only a limited number of students can perform certain tasks competently. Aside from that, it will be straightforward for the instructor to determine how well the students are learning English. Butler (2005) discovered in Garton that this was exceptionally challenging for some English teachers due to the engaging nature of the subject, which differs from how other subjects are taught. (p. 12).

Several earlier studies have commented on the difficulties that teachers encountered while teaching English to young learners. First, Suwanto (2018) describes the practice and obstacles of teaching English to young learners at a primary school in Bandung. Furthermore, the difficulties in teaching English to young learners were investigated at Ponorogo Elementary School (Sekar, 2022). Anggrarini (2019) also investigated the difficulties in teaching English to young learners. The study investigates English teachers' teaching abilities in teaching English to young learners. As a result, the difficulties encountered by teachers during the teaching and learning process motivate this study to conduct similar

research.

Based on previous studies, this research focuses on the challenges faced by the teachers during teaching and learning at the elementary school level in Cianjur. In addition, this study investigates the principles to solve the problems in teaching English to young learners. Therefore, to fill the gap this research investigated the challenges in teaching English to young learners (TEYL) and undertaken in SDN Limbangansari Cianjur.

2. Research Question

This research focuses on the teaching and learning English to elementary school students. In this research, two issues are investigated. First, investigates the challenges that teachers faced during teaching English to young learners. Second, identifying the principles to solve the problems in teaching English to elementary school students. Concerning the issues, the following questions arise:

1. What problems do teachers encounter in teaching English at SDN Limbangansari Cianjur?
2. What solutions do teachers encounter to solve the problems in teaching English at SDN Limbangansari Cianjur?

3. Research Purposes

This research focuses on teaching English to improve students' English mastery at the elementary school level. The challenges that teachers faced during teaching and learning process is investigated in this study. As a result, two research objectives are established. First, this research aims to identify the challenges that arise when teaching English to elementary school students at SDN Limbangansari Cianjur. Second, this study aims to identify the principle to solve the problems encountered in teaching English to young learners at SDN Limbangansari Cianjur.

4. Research Significances

This research investigates the process of teaching English at the elementary

school level. This research is expected to have both theoretical and practical implications. Theoretically, the findings of this research can be used by a teacher to help students improve their English mastery at the elementary school level. Practically, the findings of this research can make significant contributions to teachers by demonstrating the principles to solve the problems and to improve students' English mastery at the elementary school level.

5. Research Scope

This study looks into the process of teaching and learning English to young learners at SDN Limbangansari Cianjur. The participants, the object, and the research site are all included in the scope of this study. First, this study's participants are the teachers of 3,4, and 5 students at SDN Limbangansari Cianjur. Second, the object of this research is the challenges that teachers faced when teaching English to students at the elementary school level. Third, this research is carried out at SDN Limbangansari in Cianjur.

6. Conceptual Framework

This study looks into the process of teaching English to elementary school students. Additionally, it discusses the conceptual framework of this research. As illustrated in the figure below, this conceptual framework demonstrates the study's concept, which includes teaching English to young learners. In addition, this study investigate the problems that teachers faced during teaching and learning activiies. As a result, this study find out the solutions to the problems in teaching English to young learners. On the other hand, young learners have distinct characteristics that set them apart from adult learners (Halliwell,1992). Therefore, there is a big difference between teaching children and teaching adults. As a result, this study investigates the challenges faced by the teacher's during teaching and learning English at elementary school students.

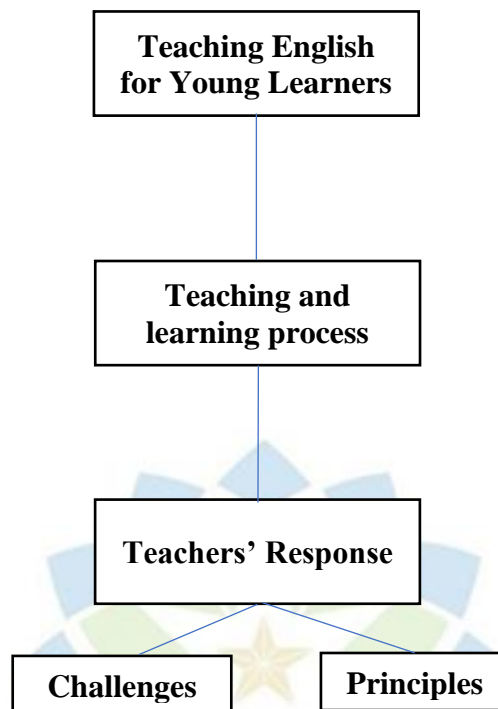


Figure 1.1 Conceptual Framework

According to a study conducted by a team of scientists from McGill University in Canada, the best age to start learning a second language is before puberty (Yow & Li, 2015). Thus, it is good to learning English to elementary school students to boost their English proficiency. According to Kirkgoz (2018), elementary school students are still children who like to play, so the teacher must be able to design enjoyable learning activities for them. Therefore, teaching English to young learners presents a challenge for teachers.

According to Susanto (2013) asserts that the teaching and learning process entails interactions between teachers and students to accomplish learning objectives. Thus, interaction is critical during the learning process since it enables students to comprehend and enhance their knowledge. Moreover, Nur (2019) asserts that expressions are vocabulary that must be memorized by anyone who wishes to learn good English, either orally or in writing. Expressions are common English expressions, so there is no reason not to remember them. Furthermore, English expressions in learning are critical of the teacher's role as a facilitator.

This study aims to look into the process of teaching and learning English to elementary school students. Teaching English is very beneficial for improving students' English proficiency for young learners. On the other hand, young learners have distinct characteristics that set them apart from adult learners (Halliwell, 1992). Therefore, there is a big difference between teaching children and teaching adults. As a result, this study investigates the challenges faced by the teacher's during teaching and learning English at elementary school students.

7. Previous Study

This study aims to investigate the teaching and learning of English at SDN Limbangansari Cianjur. It is also concerned with the students' interest in learning English. Several previous studies on the process of teaching and learning English to young learners is relevant to this study. Prior researchs are conducted in both Indonesian and (Suwanto, 2018; Anggrarini, 2019) and non-Indonesian context (Gaston, 2014; Kizilday, Ayse, 2009). Additionally, these prior research aim to support this study.

Two previous Indonesian studies were completed to help with future study. Suwanto (2018) begins by looking into the practice and obstacles of teaching English to young learners (TEYL) in Bandung. Four English language teachers from various schools were chosen. As a result of the various teachers' skills, school facilities, English environment, and exposure, this study reveals many problems in adopting TEYL. This study is similar to the current research, which seeks to identify the difficulties in teaching English to young learners.

Second, Anggrarini (2019) studies English teachers' teaching competence when teaching English to young learners. The findings demonstrate that some English teachers worked hard to improve their talents in areas such as lesson preparation, teaching media, teaching and learning activities, and teaching assessment. The difficulties in teaching English to young learners stemmed from the students' behavior. The obstacles of teaching English to young learners were the students' ignorance, unwillingness, and laziness to study. The context of this

study is the same, which is to discover the difficulties that teachers encountered during the teaching and learning process.

The current study combines two previous studies conducted in non-Indonesian contexts. First, Gaston (2014) investigated the obstacles connected with teaching English in South Korea. This study shows that, while some of the initial concerns identified by the introduction of early language learning appear to have been rectified, others remain. Furthermore, the data suggest the emergence of a number of new challenges for primary school English teachers as they strive to implement government policy. This study leads to another, which is the TEYL challenges.

Second, Kizilday and Ayse (2009) analyze the obstacles that prevent primary schools from teaching/learning English. Furthermore, the findings indicate that poor institutional design is the primary source of difficulties encountered by English language teachers. Other hurdles for English teachers include educational and socio-cultural/economic issues. This study encourages additional research to increase the relationship between teachers and students during the teaching and learning process.

Previous research has looked into the challenges in the learning English process. These previous studies were undertaken in Bandung, Indramayu, South Korea and Turkey. As a result, no research has been undertaken at the elementary school in Cianjur, therefore there is a gap between this study and its previous study.