

## **Chapter One**

### **Introduction**

This chapter contains an overview of the research. The researcher investigates certain critical concerns that will be addressed in this chapter. The first point considers the context of the investigation. The goal of this research is to identify the challenges faced by Yogyakarta preschool teachers to teach English as a foreign language to their students. In addition, the study analyzes the challenges of teachers that affect the classroom learning procedure, and how the strategies used by teachers in dealing with the challenges. The second point is this chapter presents the research questions that will guide the observation process. The third point in this chapter discusses the aims and objectives of the research to be carried out. This chapter's final point discusses chapter organization which is the chapter descriptions.

### **Background of the Research**

In Indonesia, English is the most often studied foreign language. In Indonesia, English is taught as a foreign language. The phrase foreign language contrasts from the phrase second language in the context of language training. A foreign language is one that is not commonly used for communication in the country where it is taught. While the second language is not the primary language, it is one of the languages spoken in a country. English is only taught in schools and is not widely used in Indonesian society. For students in Indonesia, English is actually a foreign language (Setiyadi, 2020). Foreign languages are typically

taught as one of the courses from elementary to high school, with the goal of basic communication and mastery of four languages (listening, reading, writing, speaking).

Introduction to English from an early age is very important to help children's be more familiar with English. In Indonesia, English can be used as an international language which will be very useful in the future. Practicing English to children must be done in a fun and not monotonous way. Petra (2015) revealed that teaching preschool students should be enjoyable because it influences their attitude toward language learning. Children should feel safe and not be afraid to participate in all activities and games. The use of good and fun methods in teaching English will make children happy during the learning process. Methods such as singing along, listening to songs, and reading English picture stories are highly recommended. However, teachers still need to innovate with new methods for teaching English.

The strategy of teaching English is the main thing that becomes the process of achieving English language learning for students, for every teacher must have a special strategy in order to achieve the goals of learning English for students. The strategy that is widely used in learning English for early childhood is the cognitive learning strategy. Cognitive learning is learning that focuses on the use of the learner's mindset. Syahputra (2018) revealed that cognitive strategies are related to the thinking power of learners in processing teaching and learning materials. Correcting their own mistakes, using gestures, practicing speaking words, writing in notebooks, reading from the blackboard, and looking

at teaching media are examples of student behavior in cognitive learning strategies. In teaching pre-school English, the teacher invites many students to practice pronouncing words so that students do not feel foreign and can pronounce the vocabulary correctly.

English-based pre-schools are currently in great demand in Indonesia. This is because parents recognize that teaching English in early childhood is ideal because it supports children's cognitive development, and children at that age must also be master foreign language such as English. In Indonesia, the development of the pre-school curriculum has also been carried out effectively and efficiently in accordance with current curriculum principles. One example of a curriculum currently used in pre-school teaching is the creative curriculum, which focuses on children's cognitive development. Fahmi (2021) revealed that the curriculum focuses on how children think and how thinking affects their development. This creative curriculum also requires teachers to have strategies for implementing English learning. Teachers should study the history of early childhood education development. Teachers are always looking for various theories, concepts, and other things related to early childhood. Therefore, teachers can find out how the development and how to teach English to young learners. Therefore, teachers can achieve learning objectives through teaching strategies that have been implemented.

In the learning process of teaching English for young learners, teachers might face the challenges. The challenges might come from the child's cognitive development. Anggraini (2018) stated that young students are at middle of their

psychological and social development from infancy to adulthood. Therefore, teachers are faced with many challenges, one of which is the condition of students who are not conducive. In teaching students at the preschool level, the teacher has challenges in being able to make the classroom atmosphere conducive and must be able to make students happy and concentrate on participating in the class. Besides that, the teacher also has a strategy used in teaching English as a foreign language to students at the preschool level. Each teacher has own strategy in the learning process. At the school that reseacrher examine, one of the strategies used by teachers in teaching English to preschool students is to use fun learning method. In using this learning strategy the teacher builds the mood or joy of students so that the students are motivated and enthusiastic in carrying out learning activities. Building student joy can be done by inviting students to sing together before starting learning activities. The learning strategy used simultaneously teaches listening and speaking to students. For this reason, this study explores the challenges faced by teachers and the strategies used by teachers in the process of teaching English to preschool students.

### **Identification of the Problem**

The introduction of English in early childhood is the best thing that can be done because at that time children's cognitive development is developing well. However, not all early childhood at the pre-school level can immediately understand English well. The students need adaptation and teaching that is in accordance with the abilities of each child, for the role of the teacher is very important in providing teaching strategies that are in accordance with the

cognitive development process of early childhood at the pre-school level. The teachers' challenges is an interesting thing to identify in this study. Also the teacher's strategies in overcoming the challenges during the learning process will be the focus on achieving the learning objectives.

Based on the results of the investigation, there are several challenges faced by teachers in teaching English to preschool students. The challenges is students problem with first language when speak English. The second challenge is students' motivation in learning English as a foreign language. Another challenges is the condition of the students in the class, this challenge is related to how the teacher conducts the class situation when the teacers are about to start learning. Therefore, the teachers must be able to provide the best strategies to overcome the challenges during the learning process in teaching English to young learners. As explained in the background, the researcher was interested in knowing the teachers' challenges and strategies to teach English for preschool students at a Private Preschool in Yogyakarta.

### **Delimitation of the Research**

In this research, researcher focused on teacher challenges and strategies teachers used in teaching English in preschool. This research took place at Happy Bear Preschool Yogyakarta. The participants in this study were teachers who taught preschool level at Happy Bear School Yogyakarta. The findings of this research demonstrate teachers' challenges and how the teachers strategies in overcome the challenges in teaching English to preschool students aged four to five years.

### **Research Question**

In this research, the researcher formulates two research questions about teacher challenges and strategies in teaching English to preschool students. The following research questions are based on the foregoing background:

1. What challenges do EFL teachers face in teaching English for young learners at a Private Preschool in Yogyakarta
2. What strategies do EFL teachers use in overcoming the challenges in teaching English for young learners at a Private Preschool in Yogyakarta?

### **The Objectives of the Research**

The aims of this study are as follows, based on the two research topics mentioned above:

1. To explore the challenges faced by EFL teachers in the process of teaching English at a Private Preschool in Yogyakarta.
2. To explore the teaching strategies are used by EFL teachers in overcoming the challenges while teaching English at a Private Preschool in Yogyakarta.

### **Significance of The Research**

The study is provided numerous benefits and have a positive impact on various areas for teachers, schools, and future researchers.

### ***Teachers***

In regards to findings of the study, this study are expected to be used as references for other teachers to establish strategies for managing stages by stage of learning that will be carried out to be more effective. Therefore, the results of the research can be used by teachers to anticipate the challenges that might face when teaching English to young learners. Then, the teachers can choose the strategies among the strategies of the results of the research when the teachers face the same challenges.

### ***School***

The results of this research are expected to make the school know whether the teacher has implemented appropriate procedures in applying learning to students. In addition, schools can evaluate the challenges teachers face in teaching, and support and facilitate teachers in developing strategies to overcome these challenges. Furthermore, this research is expected to contribute to schools in order to improve appropriate learning methods to achieve goals.

### ***Future Researcher***

The outcome of this study may be used for future researchers who are interested in performing the same study field. The findings of this analysis can serve as a roadmap for additional research using various approaches or designs. It also serves as a resource for future researcher conducting research on challenges and strategies in teaching English for young learners.

## **Organization of the Research**

This study is divided into five chapters. The first chapter provides context for the research. This chapter also discusses the research's identification, problem boundaries, research questions, research aims, and research importance.

The second chapter is a review of the literature. This chapter reviews theories and previous research-related studies. It provides the teaching English for young learners, teaching English for preschool students in Indonesia, challenges in teaching preschool students, teaching strategies, and types of teaching strategy for young learners. This chapter explains the theory related to the overview of challenges and strategies teaching English to young learners.

The third chapter is methodology. This chapter explains how the research conducted by the researcher. This chapter discusses about methods, instruments, participants, settings, and data collection techniques. In this chapter, the researcher also explains how to analyze the data.

The fourth chapter contains findings and discussion. This chapter presents the results of data analysis. The findings and discussion represent the perspective of the participants in this study.

The fifth chapter contains conclusions and recommendations. This chapter provides the summary of the research and recommendations from researcher. Recommendations are given to teachers, school, and future researchers.