

## **Chapter One**

### **Introduction**

In this chapter, the researcher explains the reasons and a general description of the problems that will be studied in this study. Moreover, this chapter consist by the background of the study, the statement of the problem, the delimitation of the study, the formulation of the problem in the research study, the objectives of the research, the significance of the study, and organization of the chapters.

### **Background of the Study**

There are numerous languages spoken across the globe, In the context of our interconnected world, the significance of the English language cannot be understated. English stands out as the most widely spoken language globally, permeating various countries. As indicated by Ilyosovna (2020), English holds a prominent position among the world's languages, with an estimated one billion people speaking it, including those who use it as a second language. Moreover, English serves as the official language in 67 countries and holds secondary official status in 27 others. Consequently, it is deemed a practical and essential language to acquire. The necessity of learning English is evident, and individuals worldwide opt to study it as a second language. Many countries incorporate English into their educational curricula, initiating language instruction at an early age.

Further, children can get benefit from starting to learn English at a young age. Cameron (2001) argued that pre-pubescent children's brains are still able to utilize the mechanisms that aided first language acquisition, making this a prime time for second language learning. According to Musthafa (2010), there are many factors to think about while planning for EFL teaching for young learners. The technique will fail if it does not work since it will not be

enjoyable for the kids, and that will lead to disengagement and a decrease in learning. Further, complicating matters is the fact that many young learners are still developing their native language skills. As stated by Borg and Busaidi (2012), teacher also plays a role in students' development as learners. A teacher's beliefs, knowledge, and outlook shape the way they teach.

In accordance to Prihatin et al. (2020), teaching young learners brings a set of unique and more intricate challenges compared to teaching adults. Unlike adults, who tend to be more self-reliant, mature, and inherently knowledgeable, children are playful, seek enjoyment, and require additional attention. To effectively teach English to young learners (EYL), teachers must be adept at establishing a vibrant and affectionate atmosphere in every class, fostering student motivation to actively participate in the learning process. Additionally, teachers must exert control and effectively manage the classroom to ensure the smooth execution of planned activities. Prihatin et al. (2020) further emphasize the identification of various challenges in teaching English to young learners (TEYL). These challenges encompass issues such as difficulties in oral expression, problems related to maintaining discipline, challenges in motivating students, the need for differentiation, writing skills, class size concerns, grammatical comprehension, limited vocabulary mastery, insufficient command of teaching methods, inadequacy of resources and facilities, and a shortage of adequately qualified teachers.

With this fact, this becomes interesting and has quite a high urgency to see what the views or perceptions of the teachers are, in this case teachers who teach English at the young learner level. Because as previously explained, in language learning, this phase is quite a crucial phase because it is the starting point for students' cognitive formation.

## **Identification of the Problem**

Teaching English to young students is done in an elementary school in Yogyakarta. Students learn English as an extracurricular. Students from grade 1-6 study English with variety of material. In fact, the material taught is in accordance with the standards stated in the applicable curriculum. In addition, at the elementary school level, students are children or young learners who are emotionally vulnerable and tend to like to play around. Teaching English in the schools studied is a big challenge for classroom teachers.

Researcher conducted an interview to the English teacher and it was found that teaching English to young students is challenging. It is different to teach English to adult. The teacher stated that she must adapt and adjust the way she taught English to the students. In fact, the teacher explained in general that in implementing English language learning, teachers always pay attention to age groups, which will greatly influence how the learning process will be carried out.

From the result of the interview above, researcher is interested in investigating English teacher perceptions on challenges while teaching English to young learners. Further, it aims to better understand these issues and provide a comprehensive understanding of the specific obstacles faced by educators in this teaching context.

## **Delimitation of the Problems**

In order to define the direction of this research, in this research the researcher focuses on analyzing English teachers' perception on teaching English for young learners issues in Yogyakarta specifically on challenges that faced by them. Also, the researcher focused on the efforts that made by the teacher in facing the challenges. By focusing on a particular school in Yogyakarta, the researcher aims to understand English teachers' views on teaching young

learners. This focused approach allows for a thorough exploration of issues related to English instruction at the elementary level in Yogyakarta. The insights gained from this study can be valuable for enhancing English education in the region.

### **Research Question**

Based on explanation before, the researcher addresses two research questions related to teachers' beliefs about teaching English for young learners at Yogyakarta. The research questions formulated as follows:

1. What are the challenges in teaching English to young learners based on teachers' perception at Yogyakarta?
2. What are the efforts made by the teacher in facing the challenges?

### **Research Objectives**

In line with the research question above, the researcher formulates the objectives of the research as follow:

1. To find out English teachers' perceptions about challenges during teaching English for young learners at Yogyakarta.
2. To find out the effort that has been made by the teacher in facing the challenges that arise when teaching English to Young Learners at Yogyakarta.

### **Significance of the Research**

The researcher hopes and believes that other researchers and teachers may get some benefit from this research in some way. Further, here is some benefit that researcher expected:

**For teachers.** The findings of this research are intended to be valuable to teachers of young learners. In particular, understanding the challenges and strategies to optimize teaching and learning processes can help them with useful knowledge for their future teaching methods.

**For other researchers.** This study may add or provides knowledge or information regarding to teachers' beliefs toward teaching English to young learners.