

Chapter One

Introduction

In this study, there are several points that are explained by the researcher. The initial section of the research paper provides a comprehensive overview of the study's history, clarifying the contextual framework and outlining the researcher's motivations for pursuing the chosen issue. The second point involves the identification of the problem. The third point refers to the delimitation of the research, wherein the researcher establishes boundaries and restricts the scope of the study. The fourth point pertains to the examination of the research inquiries. The purpose of the research is presented in the sixth one. The seventh point of discussion presents the importance of research. The final section explains the structural arrangement of the chapters.

Background of the Research

In Indonesia, English is learned as a foreign language. It is not the mother tongue for Indonesian students. Therefore, the level of understanding of Indonesian students in learning English varies because most Indonesian students learn and apply English only at schools. There are students who are very familiar with the basics of English lessons and there are those who do not understand the basics of English at all. Every classroom will have students with different levels of learning abilities, skills, and interests because the level of language acquisition of each student is different. As a teacher, a lot of challenges are faced in the teaching and learning process due to the different levels of English understanding of students. In addition, the key point of being successful in teaching process is that all of students are able to understand the materials taught by the teacher well. However, there are various learning types, backgrounds, and characteristics of

children in a classroom. According to Tomlinson (2011), a "good" education is characterized by the assurance that all students acquire specific fundamental knowledge and attain essential competencies within a predetermined framework and timeline.

Based on the statement above, it can be concluded that the teachers must be able to organize strategies so that students get a qualified understanding and then students can understand learning in accordance with the expected competency standards. According to Mirani and Chunawala (2010), mixed-ability classroom should accommodate students with a variety of learning preferences, passions, backgrounds, attitudes, strengths, personalities, and skills. From this case, teachers are required to be able to arrange the materials that will be easy to understand for the students because in Indonesia, classes are designed according to the age of the child, not based on their abilities. To deal with these problems, teachers need the right strategy during the teaching process. Al-Subaiei (2017) said that there seems to be a general desire for the instructor to use techniques that would engage all of the students to the same degree, even though each learner has a distinctive way of learning English along with various linguistic expertise and a particular pace of learning.

In addition, when the teacher knows the types and strategies that they want to use in the classroom based on their students' characteristic, they are easier to find a suitable method to teach the students. Tomlinson (2017) asserted that there are several strategies that teachers usually implement when dealing with students with mixed abilities, the strategies include using differentiated instruction which is more cozy, engaging, and welcoming for kids with various points of entry and interests. Other strategies also

include creating learning materials with demonstrator or coach style, grouping activity, discussion and question and answer method.

A study related to students' mixed abilities has been done by Magableh and Abdullah (2020). Based on their research, the use of differentiated instruction can improve understanding in learning English success among students. This was achieved by employing several tactics such as homogenous grouping, tiered assignments, and tiered instruction. In mixed-ability classrooms, instructors engage in the process of designing and implementing instructional strategies that correlate with the cognitive domains. The results show that because varied education caters to all levels in the classroom, it is a solution to mixed-ability classes. It maximizes students' potential by providing the proper level of challenge based on their skills, interests, and preferences.

The second study applied by Smet (2017) claimed that there are three sets of categories that can support teachers in teaching with students' mixed abilities. First, the teacher was concerned with their students' learning objectives, and the lesson design was created, making a good relationship with students, and the educator and lesson plan. However, there have been several studies that describe students' mixed abilities and several ways that can support and make it easier for teachers to deal with this. This research will add information about teachers managing students for high school level students in learning English Language.

There are several reasons why this research is being conducted. First, teachers' strategy become the most important point that should be mastered before the teacher do the teaching, because if the teacher chooses the wrong strategy the teaching process might be failed then students cannot understand the lesson well. Moreover, there are still

limited research that focus on strategies. Each teacher has a special way of dealing with their students and some existing research has not explained many specifications about teaching English. then this research helps focus more on dealing with mixed ability students in teaching English lessons. Although some studies have been conducted on the difficulty instructors encounter in mixed-ability classrooms and the coping mechanisms they utilize, more research is still required to determine the best practices for handling mixed-ability groups (Heng et al., 2023).

Second, the textbooks provided by the school are designed based on the child's grade level, which in each grade must have students with different English standards. Instructors of mixed-ability classes encounter difficulties, including significant differences in the students' skill levels and activities from the course materials that are inappropriate for the students' varying skill levels (Al-Subaiei, 2017). Then there will also be problems that teachers face when they want to explain the lesson because there are various levels of student understanding.

Therefore, based on the background above, the researcher interested in conducting a study on how teachers deal with mixed ability students at private high school in Yogyakarta.

Identification of the Problem

Here are several problems attracting the researcher in conducting the study. First, there are still many high school students who have difficulty understanding the English lessons because they have never mastered the lesson before. The students' backgrounds are different, so they are still unfamiliar with the lesson and some of the students already

understand the basics of English lessons. these create difficulties for teachers in determining teaching strategies and methods that are appropriate to student's level of understanding so that all students in the class can understand the material being taught. Then, this study will give several solutions for those problems. Second, according to some high school students, studying English is difficult. Therefore, teachers need to analyze the ideal form of class that can support the course of English learning so that the students will not get bored.

Moreover these mentioned problems need to be recognized because a form of success for a teacher is when all of his students can clearly understand the subject being explained so that everything that has been prepared by the teacher regarding the learning material does not go to waste. This study is expected to be able to help teachers know the suitable strategies to manage students with various English levels and can improve teachers' teaching skills in the classroom.

Delimitation of the Research

The study related to facing mixed-ability students in the teaching process is comprehensive in scope to make this research more specific, the researcher focuses on the strategy the teacher uses when facing students at different English level, the focus of this study is different of students' English proficiency level, the problems faced in teaching with student mixed ability it is based on teacher perspective, it will also be based on the researcher's interview on the condition of students when they are taking English lessons at the class. This research will take place at two private high schools in Yogyakarta. Participants in this study will be teachers who are teaching the English language, not a teacher of another subject at the private high school in Yogyakarta.

Research Question

The research question in this research as formulated as follows:

1. What strategies do teachers use in dealing with students with mixed abilities when teaching English lessons?
2. What are the problems usually faced by teachers in teaching for mixed ability students?

Objectives of the Research

Based on the research question above, this research has two objectives:

1. To find out the strategies the teachers use in dealing with students with mixed abilities when teaching English lesson
2. To find out the problems usually faced by teachers in teaching mixed ability students

Significance of the Research

This research is expected to provide benefits to:

Students

This research can give students insights into how teachers differentiate instruction to meet the needs of all students and assist them in understanding the benefits and challenges of working in mixed-ability groups.

Teachers

Mixed ability can help the teacher to classify students and find the best strategy to deal with students and to know the problems that may face based on their experience in the classroom. Then, the learning process can be held well.

Future researchers

The results of this study can be used by other research in the future that is interested in this topic and can be the references for their research

Organization of the Chapters

This research consists of five chapters. The first chapter illustrates the research background, identification of the problem, delimitation of the research, research questions, research objectives, and significance of the research. Chapter two is the literature review. Which explains the definition of mixed ability, the characteristics of students' mixed ability, problems possible to face by teachers with students' mixed ability, and the effective teaching strategies for teaching with students' mixed ability.

Chapter three is methodology. This chapter describes the way the researcher analyzes and collects the data. This chapter provided the research design, research setting, research participant, data collection method, research instrument, data collection procedure, data analysis, and trustworthiness. Chapter four contains findings and discussion. This chapter describes the result of the observation and interview. Chapter five contains the conclusion and recommendation. This chapter provides the summary of the discussion and general answer to the research question and recommendations to the teacher, student and the following researchers.