

## PREFACE

Education is a fundamental cornerstone of any society, shaping the present and laying the groundwork for the future. In today's increasingly interconnected world, the importance of effective language instruction cannot be overstated. English, as a global lingua franca, holds a pivotal role in facilitating cross-cultural communication and enhancing access to a wide range of knowledge and opportunities.

This thesis, "Investigating Teacher's Challenges at Madrasah Tsanawiyah in Teaching English: A Case Study," delves into the intricate realm of English language education within the context of MTs (Madrasah Tsanawiyah) – Islamic junior high schools. In these institutions, the teaching of English carries a unique set of challenges that arise from the intersection of language instruction with the cultural and religious values inherent in Islamic education.

Through an in-depth case study approach, this research aims to shed light on the multifaceted challenges faced by teachers in MTs as they strive to deliver effective English language education. By unraveling these challenges, we gain valuable insights into the factors that shape the teaching process and influence pedagogical strategies. This study also recognizes the resilience and innovation displayed by teachers as they navigate these challenges, adapting their methods to suit the specific needs of their students and the context in which they operate.

As we embark on this exploration, I hope that this thesis contributes not only to the academic discourse surrounding language education but also to the practical improvement of teaching practices within MTs. By identifying the barriers that impede effective language instruction and highlighting potential solutions, this research endeavors to enhance the quality of education offered in these institutions, ultimately enriching the learning experiences and prospects of students.

I extend my gratitude to the educators who participated in this study, sharing their experiences and insights that have been invaluable in shaping the narrative of this thesis. Additionally, I am indebted to my advisors and mentors who provided guidance, encouragement, and scholarly support throughout the research process.

With anticipation, I invite readers to journey through the following pages, where we delve into the complexities of teaching English in MTs and uncover the strategies that foster effective language learning despite the challenges that abound.

Tasikmalaya, May 2024

Syahrul Mubarak