

CHAPTER 1

INTRODUCTION

This chapter presents a wide-ranging study description, including its background, problem formulation, operational definitions, aim, and significance.

1. 1 Background

Presently, the best ways to introduce English at an early age. Tkachenko, E. (2014) stated that an early start may result in improved abilities and accuracy in speaking, reading, and writing abilities, as well as the development of language knowledge and meta-linguistic skills, which can serve as a foundation for easy new foreign language acquisition later in life (as a cited by Prošić-Santovac & Savić, 2022). Besides, teaching English to young learners increases pronunciation, ability to recognise the structure, vocabulary, phrases, listening abilities, and communication techniques (Korosidou & Griva, 2020; Prošić-Santovac & Savić, 2022; in press; Schwartz, 2022). Teaching English to young learners has become increasingly important in the changing global environment (Patanduk et al., 2023). All citizens must learn English to use it as an international communication tool (Bagea, 2023). Though English is a course activity, it has the advantage of being a global language. One of the critical aspects of teaching English to young learners is that the earlier the start of foreign language learning, the greater the opportunities for language proficiency. Teaching English to young learners is an effective strategy as an international language since they are interested in learning about new things, including different cultures. Learners can grow their academic achievement and problem-solving skills, develop a lifelong capacity to communicate with more people, and better understand other cultures.

However, teaching English to young learners in English courses necessitates satisfying their developmental requirements, such as increasing learners' insight and language skills, supporting their academic activities, and making communication easier with foreigners. Engaging in courses or activities requiring learners to use English in real-life situations actively could significantly

enhance their language skills (Budiman et al., 2023). Teachers need to provide appropriate direction to meet the unique needs of young learners in English courses. According to (Arifin, 2020), most people believe learners learn a foreign language more effectively than adults. The ideal age for teaching English to young learners is between the ages of five and twelve.

They can learn languages well. As stated by McKay (2006) in Pea Ningsih (2020), young learners are five to twelve years old. Since young learners always engage and want to do what they want, they cannot be forced to behave as the teacher desires. Then, young learners can change quickly and have unpredictable mood swings. Young learners do not receive immediate teacher feedback when they learn English as a foreign language. Therefore, it will be a challenge for teachers to teach English to young learners.

Previous studies found that teachers' challenges, such as Songbatumis (2017) at MTSN Taliwang, Indonesia, are inadequate training, limited proficiency with teaching techniques, unfamiliarity with IT, lack of professional development, poor facilities and resources, and time restraints. Moreover, Yousef (2023) stated that teachers are faced with their learners' lack of concentration, lack of vocabulary mastery, learners' boredom, and speaking problems. These difficulties are related by Nunan (2010), cognitive development, motivation, attention, multilevel groups, and assessment. It means teachers who teach English will be challenged and must have strategies implemented to handle such challenges. This requires strategies used by teachers to minimise challenges. According to Taula'bi (2022), Here are some creative strategies for making learners' learning more engaging and comfortable: Utilising storytelling, utilising games, utilising songs, utilising technology, making it interactive, and creating an enjoyable learning environment.

Thus, the researcher explored teachers' challenges and strategies, especially in non-formal education. Non-formal education is essential and has a delightful role in increasing the quality of education. There are English courses in Tasikmalaya, between courses institute and English privately. The researcher

selected this place because it is adapted to teachers who teach English to young learners in English courses. Second, the phenomenon of teachers facing challenges while teaching English to young learners occurred there, and the English teachers agreed to be participants. One thing that makes the investigation unique is that this study was conducted in English courses.

In addition, this study aims to decipher the teachers' challenges and find out what strategies teachers apply when facing challenges in teaching English to young learners in courses institutes or private English learning programs that facilitate English learning in non-formal education. This study used interviews during the investigation process to investigate the challenges the teachers encounter while teaching young learners in English courses using a descriptive case study. Hence, this study used a descriptive case study to describe natural behaviour in social phenomena. According to (Yin, 1994 and Zainal, 2003), descriptive study is a technique for describing natural behaviour in social phenomena. Hopefully, this study will be a reference for readers, especially linguistics learners.

1.2 Formulation of the Problems

Based on the background above, the researcher addressed the following questions:

1. What challenges are teachers facing in teaching English to young learners in English courses?
2. What strategies are teachers using to teach English to young learners in English courses?

1.3 Operational Definitions:

The operational definitions of each keyword are provided below to prevent misinterpretations about this study.

1. Teaching English to Young Learners : Teaching English to non-native (TEYL) speakers or in regions where English is not the primary language to young learners, especially in English courses.

2. Teaching Challenges : The challenges that teachers encounter while teaching refer to situations that arise in the learning process of English language course programs.

3. Teaching Strategies : The strategies teachers use while facing challenges to achieve an effective learning process.

1.4 Aim of the Study

This study investigates the challenges faced by teachers and strategies used in teaching English to young learners in English courses.

1.5 Significance of the Study

This study will benefit the readers who need models for teaching English to young learners. In addition, it will give advantages to avoiding misinterpretation of the study.

1. Theoretical Significance

This study reveals teachers' challenges when teaching English to young learners in English class courses.

2. Practical Significance

This study can be a reference for prospective teachers challenged to provide a comfortable learning environment for teaching English to young learners.

3. Empirical Significance

This provides empirical data and enhances knowledge of the challenges experienced and strategies teachers apply while teaching English to young learners in class English courses.