

CHAPTER 1

INTRODUCTION

This chapter presents a description of the study. It consists of the background of the study, formulation of the problem, operational definitions, aim of the study, and significance of the study.

1.1 Background of the Study

Currently, English is learned in almost every school in Indonesia except for the elementary level. According to Saminathan et al. (2020), English is essentially a global language, the acquisition is equally pivotal to support a country's growing economy. In vocational schools, English is also studied because it is an important subject. This is because it can help students develop the language skills they need to succeed in their chosen field. For example, Maulani et al. (2022) stated, English vocabulary is important for students in specific fields, such as agriculture, hospitality, and tourism. For example, a study of agriculture students found that learning English vocabulary can increase students' knowledge, particularly specific vocabulary, as well as learning English vocabulary for agriculture. Similarly, Salisna et al. (2019) stated, a study of the English needs of Tour and Travel Department at Vocational High School found that listening and speaking are the two prioritized skills needed by the tour and travel department. In conclusion, the significance of English within vocational schools lies in its capacity to aid students in honing the language proficiencies essential for excelling in their selected profession and enhancing their employability on the global stage.

Vocational school is a school that prepares students for a certain job. In other words, vocational education teaches the abilities to work in a specific profession or craft. A student who attends a vocational school will devote practically all of their time to that specific field. Students in the school's English for Vocational Purposes (EVP) programs may learn vocabulary, and communication techniques relevant to their specific professions, as well as

skills necessary for tasks like writing reports, giving presentations, and engaging in workplace interactions. Thus, the challenges for teachers in vocational high schools are greater because they need to prepare students practically for their future careers. Evers (2011) added, teaching is a complex and demanding profession as teachers are continually expected to meet the diverse needs of learners in the ever-changing instructional environment.

All the mentioned benefits above are bound to encounter a number of issues or challenges, as this research will delve into the problems experienced by teachers when teaching in the classroom. For example, a large classroom can be considered advantageous for both teachers and students, but if the classroom is too large, it can hinder the teaching and learning process. According to Hasanah & Utami (2019), teachers may face challenges when the classroom size is too big, making it difficult to give individual attention to each student. Sufficient teaching resources will undoubtedly aid in making the teaching and learning process more effective, Orosz et al. (2021) stated, teachers may face challenges when teaching English in schools with limited resources. Lastly, challenges that come with classroom management are common among the teachers. According to Bozkuş (2021), teachers' classroom management skills are considered one of the most important elements that teachers should have to create an effective education and training environment. The researcher would like to find out what the challenges that occurred in the classroom are and how the teacher would overcome the challenges.

This phenomenon is evidenced in one of the vocational high schools in Tasikmalaya, Indonesia by which the English teachers often found challenges while teaching English for example the teachers are often confused when choosing the right methods thus, the allocated time that was already planned exceeded the limit. Moreover, the limited facilities provided by the school not only hinder the effective delivery of learning materials but also create additional challenges for teachers. This lack of resources may result in insufficient access to essential tools, such as projectors, internet connection,

and classroom space, which can negatively impact the overall teaching experience.

Previous studies showed various challenges that teachers face when teaching English, such as the study from Minalla (2022) who stated that EFL students lose their motivation, interests, and become more demotivated as time goes by. The setting of the study was in university and it involved both students and teachers as the participants of that study. In addition, the research from Amalia et al. (2021) examines the challenges faced by teachers in teaching writing to junior high school students. It is worth noting that, in contrast to the existing research which primarily concentrates on EFL contexts, this study aims to address the challenges encountered during teaching at a vocational school. This particular focus on the vocational school environment is relatively rare in the current body of research, making this investigation a valuable contribution to the field. By exploring and providing solutions to the issues faced by teachers in vocational school settings, the study seeks to offer valuable insights and strategies that can be applied in similar educational contexts.

1.2 Formulation of the Problems

Research questions addressed in the present study are:

1. What are the challenges faced by vocational high school English teachers while teaching English in the classroom in Tasikmalaya?
2. How do the English teachers overcome the challenges?

1.3 Operational Definitions

1.3.1 Challenges in Teaching English

Challenges refer to the obstacles, difficulties and complexities faced by vocational high school English teachers while teaching English in the classroom. In the context of language education, these challenges encompass a variety of factors, for example including

linguistic, cultural, pedagogical, and socio-psychological aspects that impact English language teaching and learning.

1.3.2 Vocational School

A degree of school that has the same level as senior high school but focuses on they own department such as light Vehicle Engineering, healthcare, or Computer and Network Engineering to help students function well in a workplace or a higher education setting where English serves as a medium of communication.

1.4 Aims of the Study

The study aims to investigate the challenges faced by English teachers at a vocational school and how the English teachers overcome the challenges.

1.5 Significances of the Study

1.5.1 Theoretical use

The study contributes to the existing study focusing on the problems and solutions in the teaching context and presents a brief discussion about English for Vocational School or (EVP).

1.5.2 Practical use

The present study contributes to the English language teachers' regarding the problems that can occur in teaching at a vocational school and how to overcome those problems and in the end, vocational school teachers can look at the solutions and implement it in the classroom.

1.5.3 Empirical use

This study intents to provide a search for empirical understanding in this research that reflects a commitment to gaining direct knowledge and awareness of the challenges and solution faced by teachers in vocational schools through interview experiences by the teachers, to provide practical and actionable insights.