

CHAPTER 1

INTRODUCTION

In this chapter served as the introduction of paper, it consists of the background of study as a basic deliberation for the research problem and the objective of the study, it also includes the significance of the study followed by definition of the term.

1.1 Background of study

Nowadays, English is essential to learn because it has become an international language; according to Canagarajah (2005) in Estaji and Savarabadi (2020:83), English being used in numerous communities around the world might be implied by the phrase "English as an International Language" (EIL), Ilyosovna (2020:22) English is the most widely used language in the world, so the significance cannot be downplayed or overlooked. One of the most widely spoken languages in the world is English. Therefore, the global use of English has increased the demand for English.

According to Rao (2019:66), English is the world's most commonly spoken language and the first global lingua franca. It is used worldwide for publishing newspapers and other books and for international trade, diplomacy, popular culture, international telecommunications, and scientific publications. English brings many benefits to the learner, and today, the biggest reason why people learn English is for job vacancies and to gain knowledge, According to Crystal in (Harlina and Yusuf, 2020:326). Almost every element of life, including education, the workplace, business, and quick, requires English.

Someone has a good chance to find a job in English. So, all nations, except Indonesia, encourage their citizens to learn English. Based on Ilyosovna (2020:22), Science, aviation, computing, diplomacy, and tourism all use English as their primary language. Communicating in English improves your chances of landing a decent job with an international corporation.

In Indonesia, English is studied as a foreign language. It is taught as a obligatory subject from Junior High School to Senior High School base on Nurkamto in (Songbatumis, 2017:55), Since Indonesia gained its independence, the government has recognized that English is one of the most important languages for worldwide communication. As a result, the government has suggested that English become a required subject in secondary schools.

the general standard objectives of English Language Teaching at all levels of schools in Indonesia are determined as follows: to develop communicative ability in the target language both in oral and written form, to stimulate students' awareness toward the importance role of English for the country to compete in the global community, to develop students understanding toward the interconnectedness between language and culture (Hidayati, 2016:72). Rachmajanti in (songbatumis, 2017:55) explained the aim of teaching English in the school is to enable the students to be proficient in English.

However, the teachers are most important actor in the world of education, teacher not only focus on how to increase student understanding in learning, teacher also should be able to motivate student and proper good method to gain student interest in learning, teaching English as a foreign language has become a central

issue for English teachers in many countries such as Indonesia, Vietnam, and China. In Indonesia, teaching English as a foreign language has become a challenging task for teachers in some places, especially in areas with limited English exposure, the teacher might face several problems in teaching English which can hold up the teaching and learning process such as itself Khan (2011) in Songbatumis (2017:55). Both teachers and students frequently encounter problems during teaching and learning process.

In this regard, the previous research by Abrar (2016) he stated that, when teaching English the students sometimes shy to ask, not interested to study, and afraid of making mistakes. It makes the students lack of motivation. He also stated the times and resources of material are crucial in order to create the effective teaching-learning process. Overcrowded English classes also led to the problem in teaching English because teaching-learning process should be in a good environment.

There are many things that must be considered in teaching and learning process to create an effective learning situation. Responding to the difficulties students face in learning English there are the problems or challenges while teaching English. it is necessary to explore the challenges teachers face in teaching English. It is because teaching English as a foreign language in Indonesia has experienced in limited success Husna (2021:37). It can be seen in the previous research by Lestari (2021:62) about English teacher challenges in teaching English at SMA Karya Ibu Palembang. She found that there were some problems that the English teachers faced when teaching English at this school. The challenges were

from the students and the facilities. From the students, the teacher's challenges with the lack of vocabulary mastery, student's low concentration, lack of motivation, pronunciation issues, and speaking issues. Moreover, from the facilities, the teacher challenges with limited teaching methods, overcrowded classrooms, and insufficient facilities and resources.

The similar research conducted by Agung (2019:266) about current challenges in teaching English in the least-developed region in Indonesia. He discovered that the teachers have to deal with several obstacles in teaching English. Those obstacles include the students' low proficiency of language comprehension, limited resources of materials, a communication gap between lectures and students, and students' lack of environmental support from society.

In conclusion, based on the previous researches mentioned above, the primary purpose of this study are to investigate the challenges faced by English teachers of SMAN 2 Banda Aceh in their teaching, the factors that caused challenges and solutions they made dealing with the condition they faced, therefore the title of this research is *"AN ANALYSIS OF TEACHER CHALLENGES IN TEACHING ENGLISH AT SMAN 2 BANDA ACEH"*. SMAN 2 Banda Aceh is the one of favorite school in Aceh located in Twk Hasyim Banta Muda Street no 8, Kuta Alam, Banda Aceh, SMAN 2 Banda Aceh apply two kind of program for students, regular and boarding school program.

Regular program is a learning activity which lasts half a day, thus the student has time to interact with family and home environment, boarding school program apply in this school to facilitate student from outside the area of Banda Aceh city.

The researcher hopes the present study is of use for the improvement of teaching English at this school.

1.2 Research Questions

After going through some related literature, the researcher formulates three research questions as follows:

1. What are the challenges in teaching English at SMAN 2 Banda Aceh?
2. What are the factors that cause challenges in teaching English?
3. How do the teachers dealing with the challenges in teaching English at SMAN 2 Banda Aceh?

1.3 Objective of Research

In accordance with the research problem that leads to the three questions mentioned before, this research particularly aims to solve and answer the questions. In other words, the purposes of this study are:

1. To investigate teachers' challenges in teaching English at SMAN 2 Banda Aceh.
2. To know what factors caused challenges in teaching English.
3. To discover how the teachers cope with the challenges they come across in teaching English at SMAN 2 Banda Aceh.

1.4 The scope of study

The research focuses on three point of analysis the first point is to investigate the teachers' challenges in teaching English at SMAN 2 Banda Aceh which consist of three indicator they are teacher with student and school, and the second is to know what factors caused challenges in teaching English and the third To discover how the teachers cope with the challenges they come across in teaching English at

SMAN 2 Banda Aceh.

1.5 Significance of Study

This research focused on the challenges in teaching English at SMAN 2 Banda Aceh. This research has some significance to the students, teachers, other researchers, and the researcher herself. Here, the researcher divides into two kinds below:

1. Teacher

This research aims to provide a beneficial reference for English teachers, particularly those at SMAN 2 Banda Aceh. Therefore, by comprehending the difficulties encountered by English teachers, the underlying causes of these issues, and effective strategies for addressing them when instructing senior high school students, this study aims to contribute to the enhancement of English teaching at SMAN 2 Banda Aceh.

2. Students

Students can use this research for additional information concerning challenges in teaching English, factors that caused challenges, and the solution for overcoming. The study's findings could be helpful in engaging knowledge regarding English language teaching and can be used to improve the English teaching and learning process in general.

3. Researcher

This research would be helpful for other researcher as the additional reference or pieces of information to construct their research that correlates with this research about teacher challenges in teaching English is still lacking, it will be a way to

support the other research in creating similar research to be better.

1.6 The Definition of Key Term

Some term those are used in this research need a clear explanation to avoid misunderstanding and the reader's perception. The terms are as follows:

1. Challenge

Challenge in this study refers to the obstacles encountered by the English teachers at SMAN 2 Banda Aceh in teaching English.

2. English teacher

English teacher in this research leads to English teachers who teach English at SMAN 2 Banda Aceh.