

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the following subheadings: (1)background, (2)problem the study, (3) objective of the study, and (4) significance of the study.

#### **1.1 Background**

Teaching a language has many different features. A teacher does not only teach and pay attention to students' language skills, such as reading, writing, listening, and speaking, but also helps, facilitates, and encourages students to have enthusiasm, good attitude, and motivation towards English. According to Jagtap (2016), teacher is guide philosopher and friend of students and teacher should guide the student enthusiastically. Then, "teachers must understand what students are learned, how and why they affect them, how lessons can benefit them in the future" (Derakhshan & Shirmohammadli, 2015, p. 15). Therefore, language teaching requires a teacher to teach students and teachers must be able to develop all roles in teaching and learning process in school.

In fact, there are many problems encountered by students in learning English which the problems could become challenges for teachers of English. It is in line with research which was conducted by Sukarni and Ulfa (2015) that the problems of English teaching is influenced by some factors such as the teacher, the students, time allocation, methodology, material, teaching material, interaction between teacher and students in the classroom and the use of visual aid. In short, teaching English has various problems and factors can some from students or teachers.

In teaching of English, there are so many challenges that faced by the teachers. Kajhloo (2013) mentions some challenges in teaching English; lack of interest and motivation for learning English, lack of concentration in the classroom, prominent students of others, lack of proficiency of the most teachers of English in teaching English, lack of repetition and frequent practice of students. In addition, there are three other challenges besides those mentioned before. According to Lynch, three main challenges that influence English teaching and learning process, as follows; lack of student motivation, inadequate times, resources, and materials and over-crowded class (as cited in Fajaryani, Masbirorotni, Nuraini, Nafrial & Nopianti, 2018, p. 67). It indicates that the challenge of teaching English needs to be followed up more seriously.

Based on the phenomenon when I was a substitute teacher at Madrasah Tsanawiyah of Patra Mandiri 1 Palembang, I got the problems in teaching English. The students have lack of vocabulary so that they could not write in English. They were difficult to pronounce the word, so I had some difficulties to teach them. However, based on my preliminary study which was conducted at Madrasah Tsanawiyah of Patra Mandiri 1 Palembang, the result of interview of students showed that there were some challenges in teaching English at Madrasah Tsanawiyah of Patra Mandiri 1 Palembang such as, the students have many problems in writing, they still often get difficulties in speaking English, and the students have lack of motivation. Besides, the available facilities in the school did not support English teaching and learning process.

In this case, Songbatumis (2017) conducted some challenges in teaching English at MTSN Taliwang. She found that the teachers were challenged by their lack of training, limited mastery of teaching methods, unfamiliarity to IT, lack of professional development, inadequate facilities and resources, and time constraint. Also, Milon (2016) conducted some challenges in teaching English at the rural primary schools in Bangladesh. He found that the teachers were challenged by their inadequate knowledge on pedagogy, higher student - teacher ratio, class size, limited contact hours, lack of proper teachers' training, lack of quality teachers, unavailability of language skills learning tools are the most problematic factors. Then, Copland, Garton and Burns (2014) at Birmingham, England showed that teachers were challenged partly by lack of training, knowledge, and resources.

Considering all facts above, this study will be conducted to find the challenges faced by teachers of English challenges in teaching English entitled "English Teachers' Challenges in Teaching English at Madrasah Tsanawiyah of Patra Mandiri 1 Palembang".

## **1.2 Problem of the Study**

Based on the background of the study, I formulated the problem as follows: "What were the challenges faced by the teachers of English in teaching English at Madrasah Tsanawiyah of Patra Mandiri 1 Palembang?"

## **1.3 Objective of the Study**

The objective of this study was to identify the challenges which were faced by the teachers of English in teaching English at Madrasah Tsanawiyah of Patra Mandiri 1 Palembang.

#### **1.4 Significance of the Study**

The results of this study were expected to provide benefits. For teachers, I hope this study can inform the teachers about the kind of challenges in teaching English. If the teacher has already known the challenge, the teacher can add his skills in teaching to overcome the difficulties that occur in the teaching and learning process in the classroom, because being a teacher is not easy, there are several challenges faced in the teaching and learning process both internal and external.

For students, I hope this study can motivate and improve their learning achievements and their abilities to understand English. In addition, there needs to be an effort to increase student interest in learning in order to achieve maximum learning outcomes. Students can also find out the difficulties they face in the teaching and learning process in the classroom.

For schools, I hope this study can contribute ideas to improve or add to existing facilities, facilities and infrastructure and improve the existing learning system.

For me as the researcher, it will provide many benefits and information about what challenges faced by teachers in teaching in the classroom and can help find solutions to deal with the difficulties faced by the teacher. Then, the next generation of teachers can become more professional teachers in teaching with the abilities and understanding they have.

Finally, this study also hopes to provide information for future researchers about the challenges of English language teachers in teaching English at Madrasah

Tsanawiyah. Then, it will help other researchers as guides in developing their research in the same field and can also be used as references for future study.