

CHAPTER I

INTRODUCTION

This study explores the teacher's problems in the English classroom hindering the teaching process. This section presents the research background, the study, the research question, the scope of the study, its significance, and critical terms definition.

1.1. Background of the Study

Recently, being an English teacher and how they run their classroom became one of the topics often discussed in several studies. There are several problems that teachers might face during the teaching and learning process such as dealing with students' who have low interest and motivation to learn, and overcoming the messy classroom (Karademir & Gorgoz, 2019). A foreign language taught in a school with a different mother tongue makes English harder to learn and teach (Bagheri, Roohani, & Ansari, 2012).

Madalinska-Michalak and Bavli (2018) declared that numerous studies have been conducted to reveal problems that English teachers find in teaching English. In the context of global issues, Geeraerts, Tynjälä, and Heikkinen (2018) study revealed that teaching English can be so hard because of its position as a foreign language, so students sometimes feel strange with the language and keep in their mind that learn English is a hard thing.

Okta (2015) also note in his study that several English teachers have also faced a problem in teaching English such as they have to deal with a high anxiety

from students to trying to learn English because is a new thing for them. In the Indonesian context, English has become one of the favorite subjects because of its function, which many Indonesian parents believe is necessary for their children to achieve their dream (Widodo & Dewi, 2018).

Lestari (2021) highlights that in international schools or English courses, the problem may not be much because they only focus on English and already have good settings for the teaching and learning process. Nevertheless, when it comes to school, teachers may encounter two basic problems such as dealing with the size of the class that does not balance with the number students in it, and do not have the media to support the teaching process (Gaikhorst, Beishuizen, Roosenboom, & Volman, 2017).

Copland, Garton, and Burns (2014) in their study emphasized that teaching English in larger classes has become the first problem teachers may have in the classroom. Related to that, Kwok (2021) also emphasized that an overcrowded classroom may affect the teaching and learning process because the teacher may lose control. Several students may lack attention to the teacher's explanation. In several schools, the availability of media to support learning is still lacking, so it does not support the teacher in presenting the material. It can become a problem that might hinder learning (Kwok, 2021).

Nevertheless, Korpershoek, Harms, Boer, Kuijk, and Doolgaard (2014) identified that the situation that teachers find in teaching EFL classrooms does not only come from the students, but a teacher with low proficiency and method in teaching English sometimes also becomes a more challenging problem to solve.

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Even though numerous earlier studies have demonstrated the difficulties teachers in English classrooms face (Uztosun, 2016), there is a scarcity of studies that specifically investigate the teachers' problems in English classrooms from an EFL pre- service teachers' observational experiences to fill the gap.

1.2. Scope of the Study

This study focused on exploring thirteen active students at the English Education Department in one of the universities in Southeast Sulawesi who have already done their field teaching practice. The participants were EFL learners from classes A & B in the fifth semester. Therefore, the inquirer chose those participants because they fit with the data criteria in the required research.

1.3. Research Question

The problem to be addressed in this study is "What are the problems faced by the English teachers in their classrooms that might hinder the English teaching process?"

1.4. Purpose of the Study

Considering various studies carried out in different practice teaching contexts, this study investigates the problems English teachers face in their classrooms that might hinder the English teaching process.

1.5. Significance of the Study

The research findings of this study attempt to describe every type of problem teachers deal with in English classrooms that may hinder the teaching process based on observations of pre-service EFL teachers. The findings of this study enable teachers to identify new methods of engaging with EFL students.

Furthermore, based on the findings of this research, teachers might begin developing learning solutions in their classroom if one or two of the problems identified in this research appear in their classroom. Teachers might also consider the media and instructional methods they will utilize in their lessons.

However, the problems identified in this study occur frequently but are not always recognized. As a result, the findings of this study can be used as a reference for teachers to raise awareness about creating conducive and productive classes in every hour of learning, particularly learning English. To build that awareness, in this study, researchers will classify problems that occur from the perspective of EFL

pre-service teachers who may not have been noticed or considered teachers before that could be a significant problem in their classes.

1.6. Definition of Key Terms

Teachers' problem in English teaching: refers to the problems that English teachers face when teaching English in the classroom. The problem that the researcher means here is things that happen in class that can affect teacher performance in teachings such as students who are easily distracted and disturbed, while studying so that their attention is not only focused on teacher explanations, classroom dynamics, the lack of media in the classroom, or teacher's low proficiency in teaching.

Hindering: refers to the things that happen in class that can affect teacher performance in teaching.

EFL Pre-service Teacher: refers to active students at the English Education Department in one of the universities in Southeast Sulawesi who already finished their Pengenalan Lingkungan Persekolahan (PLP) I.