

CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays, we live in the globalization era. An era where the technology is greatly developing in every country in this world. With this development, almost every aspect in human's life can be accessed easily. People can reach and communicate with others from different countries only with the power of internet. In this situation, it is important to have good knowledge and communication skills to adapt and interact with other people internationally. To make communication between countries easier, an international language is needed that can be used globally to communicate, and currently, English has been set up as the global lingua franca. It is providing a worldwide platform that overcomes linguistic borders and improves cross-cultural understanding. This language is critical in connecting people from various origins and enabling global collaboration. As we go through this globalization era, the ability to communicate effectively in English becomes a crucial tool, opening doors to possibilities and fostering a more integrated world.

In Indonesia, English is considered as a foreign language, besides regional language as the first language for most Indonesian people and Indonesian itself as the second language, as well as the lingua franca for people in Indonesia. Speaking again about English as a foreign language, English proficiency is seen as a valuable skill for personal and professional

advancement. In Indonesia, English is formally introduced as a foreign language in primary schools, and its importance grows as students' progress through the education system.

The focus on English proficiency is not only an essential requirement for education, but also reflects the changing dynamics of the worldwide environment. As Indonesia grows more active in international affairs, an excellent understanding of the English language becomes a crucial tool for efficient communication and collaboration with other countries. Many educational institutions and organizations understand the value of English language skills, frequently adding English proficiency tests into admissions or employment requirements.

Learning a foreign language, in this case, English, is an important thing that is needed to be mastered to adapt in this era of globalization. The ability to communicate in English allows for meaningful interactions with people from a variety of cultural backgrounds, generating a feeling of togetherness in our related world. Moreover, learning English makes us be able to access more international-based information that is only available in English. English serves as a common thread connecting individuals to the wide range of knowledge generated and spread on the international scale, from academic research and worldwide news to literature and technological developments. Importantly, competency in a global language allows individuals to engage in cross-cultural exchanges, fostering understanding and respect among people of many nations, races, and origins. Allah said in the Quran Surah Ar-Rum: 22:

وَمِنْ ءَايَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافَ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ
لِّلْعَالَمِينَ ﴿١٣﴾

This verse implied that humans were created differently in several aspects, such as races, skins, and languages to prove the existence of the creator of this world. And then, in Quran Surah Al-Hujurat: 13, Allah said:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ
عِنْدَ اللَّهِ أَتَقْوَاهُ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

This verse implied that Allah created humans with different races, tribes, and nations so that humans may know one another. From the statement of the prophecy before, to make humans from different tribes and nations know each other, it is important to know their identity in communication, the language.

Learning English as a foreign language needs to be done from the very beginning to introduce children to the language. Vygotsky (1934) in Mahn & Fazalehaq (2020), stated that in children's language development, social interaction plays a vital role in it. Speaking of social interaction, it is one of the aspects that is introduced when a child is entering their first education at school. This is the aspect that supports learning a new language. In English language teaching, this phase is called teaching English for young learners. Bourke (2006) stated that young learners do not have the concept of complex English aspects. So that different from adults, children in this phase learn English from its basic from their level of understanding. Unlike adults, children at this stage begin their English language adventure with the essentials, which correspond to their level of comprehension. Recognizing this vital time highlights the need of

customized teaching techniques that involve children in social and interactive language learning experiences, providing a foundation for good communication skills in their future actions.

In Indonesia, with the change of the recent curriculum, English is only introduced by the time the students reached junior high school level. This is happened because of the change of the curriculum that removed the mandatory of learning English in elementary school. Previously, when education in Indonesia still using KTSP, English is taught in most school in Indonesia from elementary school. Then after a new curriculum is introduced, K13, according to Permendikbud No. 67, English is gradually removed from the list of subjects in elementary school. This continues until the recent curriculum, KurMer (Kurikulum Merdeka) is applied. This decision could make a difficult situation when the students enter junior high school that in this level, they have to learn English without basics that was taught in elementary school.

Based on the researcher's observation, it is found that there is a school in Banjarbaru that is implementing English as foreign language in elementary school level. The school is SDIT ANIC Banjarbaru. After gaining several information, the researcher found out that the reason of the school implements English in elementary school level is to prepare the young learners so that they could easily adapt when they face English in their next education in junior high school.

Teaching English for young learners should have different ways and preparation that have to be done. Considering that the students is still children

at their young age and their ability of understanding is limited. Based on this information, researcher decided to take research entitled “**TEACHERS’ PREPARATIONS AND CHALLENGES IN IMPLEMENTING ENGLISH AS A FOREIGN LANGUAGE IN SEKOLAH DASAR ISLAM TERPADU ANAK INDONESIA CERDAS (SDIT ANIC) BANJARBARU**”.

B. Definition of Key Terms

Below are several definitions of the key terms that are used in this research. These are explained to prevent misunderstandings in some case. The explanations of each key terms are stated below as follow:

1. Teacher’s Preparation

Teacher’s preparation is several various things that a teacher might be prepared to become a dependable and skilled teacher of students is known as teacher preparation. The teacher's formal education, practical experience, and professional skill development are all included in this preparation since they are vital to a successful and efficient teaching and learning process.

2. English Language Teaching

English language teaching is the practice of providing information, instructions, and other language-related topics with the goal of learning the English language in terms of comprehension and application.

3. Teaching EFL

Teaching English as a Foreign Language (TEFL) refers to the process of teaching English to people who do not use the language as their mother tongue or primary language in their daily lives.

4. English for Young Learners

English for Young Learners (EYL) refers to the teaching of English to children in the pre-school to early primary school age range. EYL programs are specifically designed to introduce and develop English language skills in children who are still in the early learning stage, with a focus on using language that is appropriate to children's understanding and interests.

C. Research Questions

This study aims to explore on what are the teachers' preparation in implementing English as a foreign language in elementary level. Therefore, the results of the research questions are listed below as follows:

1. How are the teachers' preparations in implementing EFL class in SDIT ANIC Banjarbaru?
2. What are the challenges during teaching EFL class to young learners in SDIT ANIC Banjarbaru?

D. Research Objectives

According to the research questions above, the objectives of this research explained as follows:

1. To find out how are the teachers' preparations in implementing EFL class in SDIT ANIC Banjarbaru.
2. To find out the challenges during teaching EFL class to young learners in SDIT ANIC Banjarbaru.

E. Research Significance

The results of this study are expected to have a useful practical and theoretical impact, such as:

1. Theoretically

This research is intended to explore the preparation of English language teachers and the challenges they are likely to face. From this, a number of important points could be used as a reference for teachers who are about to start teaching EFL.

2. Practically

- a. Teachers

It is believed that the results of this study can help teachers in preparing for English language teaching. As well as, adding new insights regarding what might be faced in the classroom.

b. Researchers

The results of this study can be a valuable resource and can be used as a reference for those who will conduct further research in the future.