

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, statement of the problem, the objective of the study, significances of the study, and operational definition related to this study.

A. Background of the Study

In the world, there are many types of languages used to communicate, to socialize, and to adapt to the environment. One of them is English language. It is an international language must be learned by all people in the world. According to Mappiasse and Ahmad (2014: 1), English has become the world's most extensively used language. Based on Lauder (2008:3), English is utilized to keep up with technological and scientific breakthroughs and to gain a better career. This demonstrates the importance of English in numerous parts of life, such as education, business, politics, and others. Therefore, both developed and emerging countries should recognize the value of learning English.

The goal of learning English for individuals all around the world, particularly in Indonesia, is to keep up with the development of a more advanced world. Even if the English we learn does not look like what native speakers speak, we must still learn well as foreign language learners. As an English teacher, teacher should be able to pay attention to the learners while

teaching. In the class, learners have various differences, such as their understanding, achievement, participation, and readiness to learn a foreign language. The differences in each of these classes can make teachers define this class as a mix-ability class because it consists of students who are slow and fast in learning. According to Bremner (2008) mixed-ability classes include learners with a variety of learning methods and preferences, as well as students with diverse abilities. Moreover, mix-ability classes consist of slow and fast learners who have different abilities such as listening, reading, speaking, and writing skills.

Slow and fast learners have many differences in the class. It can be said slow learner because of those who are less or late in receiving lessons and their lack of participation in learning foreign languages. But it does not deny that slow learners have another factor that causes them to be like that. The example factor that causes learners not to participate in learning is the existence of a gadget that makes them shift their focus to the gadget rather than to the teacher in the classroom. Then, for fast learners, they quickly capture an explanation or lesson in the class. Their participation is also a factor in the ease of understanding a lesson or a foreign language. Fast learners can sometimes learn on their own and only need a teacher's guidance to get the most out of it.

In senior high school, there are also different characteristics of learners, including slow and fast learners. Learners who have slow and fast learning processes in class definitely have different characters. As a teacher, they must know the characteristics of both learners. Teacher is the role model for the

students, giving them knowledge and a good attitude. A teacher not only teaches and assesses learners' language skills, such as reading, writing, listening, and speaking, but also aids, enables, and encourages students' passion, positive attitude, and motivation for English (Songbatumis, 2017). Therefore, teachers must also encourage students to learn English with enthusiasm, a positive attitude, and ambition in the field of technology.

One of a teacher's goals is for students to be able to follow along with the teaching process. Then, the goal of teaching English in schools is to strengthen students' communication skills in preparation for the era of globalization. Teaching is the duty of the teacher to convey and channel their knowledge to the students. While, teaching English in Indonesia is not always a smooth process. English teachers in Indonesia commonly confront difficulties when teaching English. Indeed, English teachers also still face challenges in implementing the learning process in the classroom.

There are a lot of challenges experienced by English teachers in teaching foreign languages. One of the challenges is teaching foreign languages in a class that consists of slow and fast learners because the teacher needs to explain and to convey knowledge with a strategy that both learners can understand. According to Al-Shammakhi & Al-Humaidi (2015), one of the most difficult challenges faced by teachers teaching students learning English as a foreign language is teaching a mixed-ability class. According to the research, the challenges faced by teachers in Oman in teaching mixed ability

classes are related to teaching and learning, motivation, materials, and classroom management.

In the previous paragraphs, it has been explained that there are ideas about the challenges faced by teachers in teaching English to slow and fast learners. Therefore, the researcher wants to explore the challenges faced by teaching English to slow and fast learners at senior high school and also wants to know how the teacher teaches both of them.

B. Statements of the Problem

As explained in the research background above, teaching English has several challenges in classes consisting of slow and fast learners. Therefore, researchers want to know the characteristics of slow and fast learners, as well as the challenges of teaching English in senior high schools. So, the problems are:

1. What are the characteristic of EFL slow learners owned by students in SMAN 1 Porong?
2. What are the characteristic of EFL fast learners owned by students in SMAN 1 Porong?
3. How does the teacher teach EFL slow learners in SMAN 1 Porong?
4. How does the teacher teach EFL fast learners in SMAN 1 Porong?
5. What are the challenges experienced by English teachers in teaching English of slow learners in SMAN 1 Porong?

6. What are the challenges experienced by English teachers in teaching English of fast learners in SMAN 1 Porong?

C. The Objectives of the Study

Related to the statement of the problem above, the objectives of the study are:

1. To describe the characteristic of EFL slow learners owned by students in SMAN 1 Porong
2. To explain the characteristic of EFL fast learners owned by students in SMAN 1 Porong
3. To know how the teacher teach EFL slow learners in SMAN 1 Porong
4. To find out how the teacher teach EFL fast learners in SMAN 1 Porong
5. To explore the challenges experienced by English teachers in teaching English of slow learners in SMAN 1 Porong
6. To inquire the challenges experienced by English teacher in teaching English of fast learners in SMAN 1 Porong

D. Significances of the Study

1. Theoretical Significance

This study has the potential to be used as a starting point for future relevant research on analyzing the challenges of teaching English in a class consisting of slow and fast learners and this study can be used as a source of

further learning about teaching English of slow and fast learners especially in senior high school.

2. Practical Significance

The author findings are expected to be useful for:

a. For English Teacher

The English teachers can find out what the challenges in teaching English also can know what are the slow and fast learners of EFL.

b. For Student

The students can find out the character traits of their peers in the classroom, which can help the teacher to overcome the challenges faced by the teacher.

c. For Other Researchers

The researcher can increase the knowledge and information about exploring the challenges of teaching English in a class consisting of slow and fast learners in senior high school.

E. Scope and Limitation

The scope of the study is focused on the exploring of the challenges that English teachers face in teaching English for slow and fast learners in senior high school. Based on the problems in the research background, the limitation of the study are to describe the characteristic of EFL slow and fast learners, to know how the teacher teach EFL slow and fast learners and to explore the

challenges experienced by English teachers in teaching English of slow and fast learners in SMAN 1 Porong.

F. Operational Definition

1. Teaching English

According to Rohmah (2013), Teaching English as a Foreign Language (TEFL) is the process of teaching English to students who do not speak English as their first language.

2. Slow Learner of EFL

According to Muppudathi (2014) a student who has the potential to develop all of the significant academic abilities but whose depth and rate are lower than an average learner is called a slow learner.

3. Fast Learner of EFL

According to Billy (2016) stated fast learner who has competent academic skills, high intelligence, and follow the learning activity. These students could use their subject-learning talents to learn a language by looking for patterns.