CHAPTER I
INTRODUCTION

A. Background of Study

English is an international language that must be mastered by everyone. English is very important because English is the language of communication throughout the world. It was chosen because English is considered easy to learn by anyone. Especially with the rapid progress of this era, English seems to be very mandatory to be mastered by everyone. The development of this era requires anyone to be able to speak English. According to Ricard & Rodger (1986) not a few people in all countries use English as a means of communication in various important international events. According to Alam & Lestari (2019) English is one of the international languages that must be mastered. English must be mastered because almost all international sources of information in various fields of life use English. English has become an international language because it is considered an easy language to learn. In addition, the spread of English is very wide.

However, until now there are still many students who find it difficult to learn English. The reason is, they feel that they are unfamiliar with the language they rarely hear in everyday life, they also feel that the grammar is too complicated. According to Sophya (2014) learning English besides speaking, reading, writing and listening skills there are linguistic components that must be considered in learning English, namely vocabulary, pronunciation and word structure. English is too difficult to understand because it uses a foreign language not their own language. Often their lack of understanding leads to a lack of interest in learning English, instead of making them want to learn it even more. However, if someone has been taught English from a young age, then a person's sense of pleasure and curiosity about English will be embedded in them. Therefore, learning English is better given starting from the most basic level in education. In line with Saraswati et al. (2020) that stated that the purpose of English being taught at the elementary school level is as a basis for supporting students at a higher education level.

At the elementary school level, it is the right time to introduce children to English. In addition to the education provided by the parents of each child, the provision of English language learning in formal education at the elementary school level is also important. As stated by Wijaya (2015) that for education in Indonesia the ability to use English is a skill that must be mastered by students from the start. At this time learning English at the elementary school level was removed from the Indonesian Education curriculum. The main focus of learning in elementary schools is literacy and numeracy. Even though English is an important lesson to be taught. As said by Sya & Helmanto (2020) that English is a necessity that is used by every student to face the future. Like at SD Negeri Jeruk which is located in Kartoharjo District, Magetan Regency, learning English in few years ago was removed and in academic years 2022/2023 was the first time the learning English taught again in this school. Learning English is only carried out in a few classes, not all classes

are given English learning materials. Even though the provision of English learning in primary schools is no less important.

In every English lesson there are bound to be difficulties faced by both students and teachers. Learning difficulties are a condition where a person encounters a disturbance during the learning process (Utami, 2020). From these difficulties will usually arise a challenge in learning. According to (Susanthi, 2021) the main obstacles in learning English come from difficulties in pronouncing words, the number of vocabularies that mastered and the grammar. Because these three things are very different from learning Indonesian.

To overcome the challenges that found in teaching English teachers used learning strategy. Learning strategy are very influential on students' understanding of the learning material provided. As said by Lismay & Zubaidah (2019) that the selection of the right strategy will make students able to optimize their potential. In addition, the method can also affect students' motivation, especially for elementary school students, the learning method chosen in providing English language learning must be very precise. According to Setiyadi, (2020) the teaching method is the practice of theoretical findings; Learning methods may have evolved from theory and then applied. At this time many learning methods have been developed to support various characteristics of students. Learning methods develop because of new demands from the problems faced when learning is given.

The varied strategies require a teacher to have the right choice to be applied to learning English at the elementary school level. At this time there are many learning strategies, one strategy of learning English that is often used by teachers is the cognitive strategy. As stated by Erkinovna (2022) that children aged 6-7 years do not understand the meaning of data, but memorize it mechanically. Other than Dulay, Burt, and Krashen (1982:78) believe that children under the age of ten years are much better at acquiring a second/foreign language than children entering puberty. So, in learning English at the elementary school level, the cognitive strategy is suitable to be applied. Cognitive strategy is a learning strategy that focuses on the process rather than the results obtained. In learning English at SD Negeri Jeruk the teacher applies several learning strategies, one of which is the cognitive strategies. The teacher chooses a cognitive strategy because this strategy is suitable to be applied to elementary school students.

SD Negeri Jeruk is one of the elementary schools located in the outermost part of Magetan Regency. Because it is the outermost part of the district, this school still needs special attention regarding the lessons it organizes. Far from the city center, most of the teachers who teach at this school still use traditional strategies in learning at the classroom. Also in learning English, the teacher who teach this subject still use cognitive strategy which is one of the traditional learning strategies. Because students at this school are still not up to date with the times, cognitive strategy still very suitable to be applied in learning English at this school. In addition, cognitive strategy didn't require complicated learning tools or materials, so this learning strategy is still the main choice in learning English at SD Negeri Jeruk.

B. Research Problem

Based on the previous above the researcher have the problems to analyze:
a. What challenges are found in teaching English at SD Negeri Jeruk?
b. What coping strategies are made to overcome the challenges in teaching English at SD Negeri Jeruk?

C. Research Objective

Based on the research problems, the purpose of this research are:

a. To analyze the challenges are found in teaching English at SD Negeri Jeruk.
b. To identify the coping strategies that made to overcome the challenges in teaching English at SD Negeri Jeruk?

D. Research Significance
a. Theoretical

It can be study and reference for further researchers related to the same problem.
b. Practical Significance
i. For Writers

It can add insight and experience about teaching English for primary school.
ii. For Teacher and Schools

Can be a reference, consideration, and motivation in teaching English at primary school.

E. Research Paper Organization

This research paper consists of 5 chapters.

Chapter I is introduction. In chapter I consists back ground of the study, research question, research objective, research significance and research paper organization.

Chapter II present previous study, theoretical review, and theoretical framework.

Chapter III is research method. In the research method consist research type, research setting, research object & research object, data & data source, method of collecting data, data validity, and technique for analyzing.

Chapter IV present finding, discussion and research limitation/weakness.

Chapter V present conclusion, implication and suggestion.