

# CHAPTER 1

## INTRODUCTION

This chapter discusses about background of the study, formulation of the research problem, purpose of the study, significance of the study, scope and limitation of study, and definition of key terms. Each of them explained as follow.

### A. Context of The Research

Based on the 2013 curriculum for elementary education, English is not mandatory for elementary schools. However, some schools still place English as a local subjects. Maili (2018) stated in the era of globalization nowadays which all systems use English, young learners are required to compete in English subjects. The introduction English from an early age will make it easier for young learners to accept technology well. English is very important for young learner's basic education as a provision to learn English to the next stage so as not to be left behind English is a global language used by various countries to communicate with each other.

According to the Suyanto (2008) Introducing English to young learners is more difficult than adult learners because both have different characteristics. Young learners are not used to thinking about some explanations. Also, they have to learn English that they did not know before, because English is a foreign language and it is not their mother tongue. They will face some difficult problems. In teaching English to young learners, teachers need to know how to make class activities more meaningful and interesting. Knowing the characteristics of young learners is important for them to understand the lessons and automatically achieve their goals of teaching and learning English.

Suyanto (2008) stated, factors that influence students learning English in primary school include: mother tongue, teaching materials, social interaction, learning media, and family background. So as a facilitator,

teachers play a very important role among students. Students can easily learn the lessons and the content of the English language if they liked and interested in it. Conversely, when students get bored with the lessons, it becomes difficult for them to learn and understand the lessons. This is a challenge for teachers so that students do not hate and avoid about English lessons.

At the beginning of 2020, a dangerous virus emerged that caused a pandemic called Coronavirus Disease 2019 (Covid-19). All human activities in the world including in the education system changed because of Covid-19 pandemic. Since the outbreak of the corona case in December 2019, Indonesia's government has taken action to implement a Large-Scale Social Restriction (PSBB) policy in every cities in Indonesia. It is intended to minimize physical contact, so it can break the chain of spreading the Covid-19. Furthermore, in education and learning activities conducted under a pandemic, the government has also adopted learning policies, which are conducted through distance learning using online media., either using internet, smartphones, laptop or computer. All teaching and learning activities should be in online activity.

According to the Nurce Arifiati, et al. (2020) Online learning has evolved into a functional and well-known learning recovery system. Teachers can continue learning process by discussing, sending materials, assigning assignments, entering materials live via video conferencing or group chat, and using voice notes. Online learning aims to break through the limitations between teachers and students, especially in terms of space, time, conditions, and circumstances.

Online learning is appropriate choice for the continuity of learning in this pandemic, but some teachers also face the ease of online teaching. Online learning has some loss impacts both for the teachers or students, if does without well preparation. Septia Hardiman (2021) state the situation of online learning makes it difficult for teachers to manage the class, afford instruction, and transfer the material to the students, because there is no direct interaction between teachers and students that can provide more

added value to students. Students lose their motivation and being left behind in various materials when online learning is carried out. Less of interaction between teacher and student make the teacher tend to only give assignments to students without explain the material. Additionally, most parents also have difficulty to accompany students in the learning activity because of a lack of time and knowledge of the material given by the teacher.

Therefore, on November, 20 2020 Ministry of Education and Culture, Ministry of Religious, Ministry of Health, and Ministry of Domestic Affairs announced a decision on learning process in academic year of 2020/2021 during Covid-19 pandemic. The government gave the local government full authority to grants the permits for face-to-face learning process by complying with health protocol that was started in January 2021. The policy was made with certain requirements and consider to the conditions at school.

Ministry of Education and Culture (2020) stated, this policy adjustment was decided in accordance with the evaluation carried out by the ministries and associated institutions of education. The statement states that although online learning has been well accomplished, too long a lack of face-to-face learning can be a negative impact for student. Students' learning development is stunted, student loss of interest in learning, psychological pressure, and the risk of dropping out as consideration. It is crucial to implement a learning system that will integrate face-to-face learning with running health protocols and online learning. One of the instructive models which will be executed during this new ordinary time is Blended learning.

In this pandemic era for the face-face-learning is different as usual, according to the Four Ministers' Joint Decree on guidelines for conducting learning during the Covid-19 Pandemic Period No. 443-5847-2021, face-to-face classes alternate daily. The number of students is fifty percent of the classroom capacity and a maximum of four hours of teaching and learning process per day. Teaching and learning process consists of three stages, include planning stage, implementation stage, and evaluation stage. Adopting blended learning in the Covid-19 pandemic as a new normal

policy has become a new challenge for teachers in SDN Bogempinggir to readjust the learning stages to the conditions of learning process in this pandemic situation especially in teaching English for young learners, because it was the first time this school implemented this learning method.

In addition, some research has analyzed those situations. First, a case study of English teachers' problems in conducting online teaching (Fauziah & Faculty, 2021). The difference is this study only focused on teacher's problems in teaching English during Covid-19 era with blended learning, while the research above focus on teacher's problem in conducting online learning at all subject. Therefore, the subjects is different, in this study the subjects are elementary school teachers, which the research will take the subjects of junior high school teachers.

The second previous study is a descriptive study on problems in English teaching learning (Lilis Hidayatul Ummah, 2010). The difference among these studies is the situation of did the research. This study focus on teacher's problems in teaching English during the phenomenon of Covid-19 pandemic, while the research above focus on both of teacher and student's problem in English teaching and learning and it was conducted in normal situation.

The third, a descriptive study of the problems faced by the teachers in teaching learning process (Windi Setiowati, 2020). The difference among these studies is this study focus on teachers' problem in teaching English for young learners and the subject is elementary school teacher, while the research above focus on the problems faced by the teachers in teaching learning process of senior high school students and the subject is senior high school students. The situation of did the researches are different. This study has been conducting on post pandemic situation while the research above was conducted on normal situation. Furthermore, in this study researcher use descriptive qualitative method and in the research above use descriptive quantitative method.

The last previous study is the practice of implement English for young learner classes during pandemic (Rahmah Anida, 2021). The difference is

this study only focus on teachers' problem in teaching English for young learners while the research above only focuses on analyzing practices of teaching and learning English for young learner.

Furthermore, from the studies done above, we can concluded researchers mostly focused on the problems face by the high school teacher and it was conducted in normal situation. Investigating the problems faced by the teacher is also crucial especially in teaching young learners, to minimize challenges that can be obstacles to achieving learning goals. Therefore, the researcher decided to focus on teachers' problems in teaching English for young learners.

From those phenomena, the writer observes the teaching learning activities include three stages of learning at Sekolah Dasar Negeri Bogempinggir located in Sidoarjo. In this school, face-to-face learning during pandemic has already implemented. The English teacher who gives educations and teach them is not a specific teacher. Thus it does not rule out some students at SDN Bogempinggir are not proficient in English because it is a foreign language. Especially in this pandemic situation, learning process become the challeges for teacher in teaching English for young learners because they must changes the strategy from the online learning to blended learning for a better learning.

Based on the background above, the writer want to research about teachers' problems in English teaching learning during Covid-19 pandemic at SDN Bogempinggir with the title *"Teachers' Problems in Teaching English for Young Learners during Covid-19 Pandemic at SDN Bogempinggir Sidoarjo"*.

## **B. Focus of the Research**

This research focused on investigating the problems faced by teachers in teaching English for young learners using blended learning during pandemic Covid-19 at SDN Bogempinggir Sidoarjo; including the planning stage, implementation stage, and evaluation stage. The formulation of the problems in this research are:

1. What are the teachers' problems in planning stage of teaching English for young learners using blended learning method during Covid-19 pandemic at SDN Bogempinggir Sidoarjo?
2. What are the teachers' problems in implementation stage of teaching English for young learners using blended learning method during Covid-19 pandemic at SDN Bogempinggir Sidoarjo?
3. What are the teachers' problems in evaluation stage of teaching English for young learners using blended learning method during Covid-19 pandemic at SDN Bogempinggir Sidoarjo?

### **C. Objective of the Research**

From the formulation of the problems, the objective of the research can be stated as follows:

1. To know the teachers' problems in planning stage of teaching English for young learners using blended learning method during Covid-19 pandemic using blended learning method at SDN Bogempinggir Sidoarjo?
2. To know the teachers' problems in implementation stage of teaching English for young learners using blended learning method during Covid-19 pandemic using blended learning method at SDN Bogempinggir Sidoarjo?
3. To know the teachers' problems in implementation stage of teaching English for young learners using blended learning method during Covid-19 pandemic using blended learning method at SDN Bogempinggir Sidoarjo?

#### **D. Significance of the Study**

The result of this research are expected to have benefit as follows:

1. For researcher, the result of this research can be used as reference to blended learning on pandemic situation and develop teaching methods as candidates for teaching English. Because of this research, the researcher knows the problems in English teaching and learning faced by young learners during Covid-19 era.
2. For teacher, in this research, researcher hope that teachers can benefit from this research. I hope teachers can solve the problems they face when teaching young learners in the age of Covid-19. Thus teachers can become more adaptive in teaching and learning process.
3. For students, In this study, researchers inform students about English learning difficulties and how to better at the English learning process during Covid-19 era. Researcher hopes that students will motivate themselves to learn and catch up the learning materials after their limited interaction between students and teachers during online learning.

#### **E. Scope and Limitation of the Study**

##### **1. Scope**

The scope of this study focuses on a descriptive study on the teacher's problems in teaching English for young learners during Covid-19 pandemic at SDN Bogempinggir Sidoarjo.

##### **2. Limitation**

The limitation of this study focuses on a descriptive study on the teacher's problems in teaching English for young learners during Covid-19 pandemic at SDN Bogempinggir Sidoarjo that can be found into any elements in teaching English at SDN Bogempinggir Sidoarjo, they are; problems and its solutions in preparation and problems in implementation of teaching English during Covid-19 pandemic.

## F. Definition of Key Terms

The definition of key terms is to avoid misunderstanding of the reader about the term used. Then the research provide some of the definition of the key term used. Then the research provides some of the definition of the key term related to the topic as follows:

### 1. Problems in English Teaching

A problem is something that is difficult to deal with or understand. Teaching means work of teacher in giving instruction to students. The teacher's problem mean difficulties of the teacher to share the material to students, limits of motivation and creativity, selecting media, and technique of English teaching.

### 2. Blended Learning

According to the Bonk and Abraham (2004) blended learning is a learning model that combines the online learning system with conventional learning models. Blended learning is a combination of face-to-face learning, computer-based learning (offline), and internet and mobile learning.

### 3. Young Learner

According to the Cameron (2001) Young learners are students aged five to twelve years old, but in this study the term young learners refers to elementary school students in grades 1 to 6 who are learning English.

### 4. Covid-19 Pandemic

Covid-19 pandemic is a pandemic caused by corona virus disease 2019. It is a type of infection caused by one virus, Severe Acute Respiratory Syndrome Coronavirus 2 (2 SARS-CoV-2) and Middle East Respiratory Syndrome (MERS). Corona is a large family of viruses that cause disease in humans and animals.