

Chapter One

Introduction

In this chapter, the researcher discusses the research background which explains general information related to the topic, reviews of previous studies, and explain why the researcher is interested to investigate the current issues in teaching English to young learners in post pandemic era. Subsequently, in identifying the problem to know the problems that happened in the research, will be analysed and presented in this chapter. After that, the researcher includes the delimitation of the research to set boundaries in research and focus of this study. The research questions are the guide to analyzing this research. Each research question follows by the research objectives which identify specific goals to be researched. Finally, in chapter organization presents a description of each chapter.

The Background of the Research

Teaching English has become an essential component of global educational systems. As Rao, (2019) points out, English performs numerous essential functions, including being an international language, a scientific language, and a lingua franca. As a result, most countries prioritize English education, incorporating abilities such as listening, speaking, reading, and writing at various educational levels. These levels include young learners in kindergarten and elementary school, followed by secondary education in junior and senior high schools, and finally higher education at universities. The broad use of English in educational systems demonstrates its importance in promoting communication, academic performance, and professional prospects. Educational institutions hope that providing students with English proficiency can boost their global competency and flexibility in an increasingly interconnected

society. The emphasis on English education highlights its importance in educating pupils for a varied and competitive world.

English is commonly regarded as an important foreign language in Indonesia due to its influence on worldwide communication and economic development. As globalization expands, English proficiency becomes more valuable, creating opportunities in education, business, and international cooperation. As a result, the Indonesian educational system stresses English language education, introducing it into the curriculum from a young age to prepare students for global involvement. This early integration ensures that kids develop good language skills, allowing them to effectively engage in global conversation and collaborate across borders. The strategic emphasis on English in Indonesia's education system is consistent with the country's goals for economic growth and global presence. Indonesia hopes to improve its competitiveness and make a meaningful contribution to the global community by promoting English proficiency.

Teaching English to younger students is especially gratifying. According to research, early language teaching is highly beneficial because of children's innate interest and capacity to acquire different languages. However, teaching English as a foreign language (EFL) to young learners is difficult due to their diverse features, such as short attention spans and a tendency to lose interest fast (Luh et al., 2020). Thus, fresh and novel teaching strategies are required to sustain student involvement and effectiveness in the learning process. Teachers must use dynamic and engaging ways to meet the special demands of young learners. Educators can create an engaging learning environment by combining games, multimedia tools, and hands-on activities that keep students interested and aid in language acquisition. The pleasant element of teaching young learners is seeing their rapid growth and excitement for learning, which highlights the value of early language education.

Despite the benefits, EFL students frequently struggle to understand English, particularly young learners in areas where the local language is more prevalent than Indonesian. For example, Pratiwi et al., (2021) noted concerns such as limited instructional time and classroom management challenges in primary schools, where teachers are only given 35 minutes per session. This short time, along with pupils' disruptive behavior, impedes the teaching and learning processes. Furthermore, Nufus, (2018) observed that a lack of engaging and relevant textbooks for elementary pupils hampers English education. Textbooks with boring content do not stimulate students to develop their language skills. Addressing these difficulties needs a multidimensional approach that includes curricular changes, teacher training, and the creation of appealing educational materials. By recognizing and resolving these challenges, instructors can create a more favorable learning environment for EFL students, promoting language growth and academic success.

The COVID-19 epidemic caused substantial changes in the educational landscape. In July 2020, Indonesia's Minister of Education and Culture, Nadiem Anwar Makarim, allowed schools to restart face-to-face study with some restrictions, resulting in a transition to online learning. This transformation necessitated that both students and teachers become acquainted with new digital platforms such as Google Meet, Microsoft Teams, and Zoom. The change encouraged the development of new habits and skills, but it also required readjusting to post-pandemic educational situations. The quick transition to online schooling underlined the importance of digital literacy and adaptable teaching practices. It also emphasized the value of resilience and adaptability in schooling. As schools navigate the post-pandemic period, they must strike a balance between traditional teaching approaches and the innovations and lessons learnt from

remote learning. This period of adjustment allows for the meaningful integration of technology into the curriculum, which improves the overall educational experience.

Several research have looked into teaching English in the post-pandemic era. Prastya, (2022) researched teachers' tactics in Surakarta, discovering that the usage of realia helped interest students, but many remained passive and quickly bored due to their unfamiliarity with one another. Similarly, Wirawati et al., (2022) investigated tactics in a private senior high school in Banyuwangi, where teachers focused on limiting pupils' smartphone usage during lectures to enhance concentration levels. These studies emphasize the ongoing challenges and modifications needed in the post-pandemic educational context. Teachers must continue to innovate and develop techniques to meet children' changing demands and behaviors. Educators can assist students in overcoming post-pandemic obstacles and achieving their language learning objectives by utilizing effective teaching approaches and providing a supportive learning environment. The findings from this research help to broaden our understanding of effective teaching approaches in today's educational climate.

Despite numerous studies on post-pandemic English teaching tactics, most focus on instructor methods that improve student interaction. This study seeks to investigate current challenges in teaching English to young learners in Indonesia, specifically in private elementary schools that use online learning. The purpose is to help English Young Learners (EYL) teachers build innovative teaching approaches based on observed obstacles and experiences. This research aims to improve the quality of English teaching for young learners by identifying unique challenges and effective techniques. It attempts to provide teachers with practical tools and approaches for addressing their pupils' specific needs. Finally, the study aims to contribute to the broader area of language education by providing useful insights and solutions for improving

English instruction in a variety of educational settings. The researcher chose this topic because the pandemic caused significant disruptions in education and the researcher needs specific information about the issues in teaching English to young learners in the post-pandemic era.

The Identification of The Problem

Teaching English is a very important beginning from a young age. As mentioned above, a young age is a suitable phase to learn a new language because they have a strong memory and curiosity about a new thing. Since the coronavirus attacked the world and made big changes, the education system had quite a lot of changes. This certainly has an impact on students and teachers because teaching and learning activities are carried out online. The students used to depend on their smartphone or tablet or PC for learning. Consequently, many issues were found in teaching English after the pandemic era.

However, in Indonesia, problems were found while teaching English to young learners in post post-pandemic era. The shift from online learning to offline learning might cause several consequences. Based on the personal observation from the researcher in teaching English to young learners, most of students are not interested with the authentic method anymore which is textbook, or realia-some teachers are not qualified in teaching using technology facilities from school also not support the teaching and learning process. Kids nowadays are different because they grow up with advanced technology. If kids in the past got bored easily, how about kids in this era who always use technology every time and everywhere? Teacher should prepare various ways of teaching to attract the young learners in learning English.

Therefore, this problem needs to be recognized because both EYL learners and teachers must build a good collaboration. Young learners certainly want interesting and effective media to improve their English skills. This research can help teachers understand the current issues about

teaching English to young learners in post pandemic era. This research also can help the teacher how to be a creative and innovative teacher based on the current issues. Apart from that, it can also improve the quality of teaching and learning English to young learners.

The Delimitation of The Research

The focus of this study is to determine the current issues in teaching English to young learners in post post-pandemic era. The aspects investigate where the process of teaching English, especially in teaching English to young learners after COVID-19. This research took place at an elementary school in Bandar Lampung. Participants in this study are the EYL teachers who have taught English since the pandemic era for the criteria. Thus, the current issues and problem-solving are explained in the findings and discussions.

Research Questions

Based on the background above, the researcher chooses two research questions about the research topic:

1. What are the current issues encountered by the teachers in teaching English to young learners in the post-pandemic era at the private elementary school in Bandar Lampung?
2. How do the teachers solve the issues that they encounter in teaching English to young learners in the post-pandemic era at the private elementary school in Bandar Lampung?

Objectives of The Research

Based on the research question above, this research has one objective:

1. To find out the current issues encountered by the elementary teachers in teaching English to young learners in the post-pandemic era.
2. To find out the ways by the elementary English teachers to solve the issues in teaching English to young learners in the post-pandemic era.

The Significant of The Research

This study is expected to help students, teachers, and future researchers by providing more benefits and knowledge.

Pre-service Teachers

This research will be used to find out the current issues found in learning English after the COVID-19 era. The pre-service teachers can use this research as a reference if they search for what are the issues happening in teaching English to young learners in the post-pandemic era also the pre-service teachers can use the ways found in this research if they face the same issues.

Teachers

This research can motivate the EYL teachers to teach their students with more various teaching style. Because the new obstacles in teaching English were found after the pandemic era and the teacher should face it patiently. EYL teachers might use this research as a reference and anticipate to use the problem-solving if they face the same issues.

The future researcher

This research will help future researchers who are interested in the same topic. Also, the result of this study contains the current issues in teaching English after the pandemic, so future researchers interested in this topic can use this study for their reference research.

The Organization of The Chapters

This research consists of five chapters. The first chapter describes the research background, explaining why the researcher was interested in the topic, identifying where the researcher took place, and why the researcher chose those settings, problem boundaries, research questions, research objectives, and research significance.

Chapter two is the literature review. This chapter explains teaching English as a foreign language, English young learners, problems in teaching English to young learners, teaching techniques, post-pandemic, teaching English to young learners in post-pandemic, issues in teaching English to young learners in post-pandemic, also provides some related research.

Chapter three is the methodology. This chapter describes how the research was carried out by the researcher. In this chapter, the researcher explained several aspects of the research methodology of this research. The researcher mentioned about the place of the study, the participants of the study, the data gathering study, and the data analysis.

Chapter Four is the findings and discussion. The researcher presented the data from this research. There are two main points from these findings. First is the current issues in teaching English in the post-pandemic era and second, the problem-solving encountered by the EYL teachers.

Chapter five is the conclusion. As the last chapter of this study, the researcher summarized the study's findings and provided recommendations. The researcher drew conclusions based on the findings in chapter four. Finally, the researcher provided suggestions for future researchers to improve their work.