

CHAPTER I

INTRODUCTION

A. Background of Study

Learning in the New Normal era is different from normal learning. Teachers should be able to develop methods of learning that suitable with the conditions that are being experienced. (Teddy,M.2020) stated that teaching in new normal era has several differences with teaching in normal situation, such as face-to-face learning. Before pandemic students must come to school then the teacher can explain the lesson directly, whereas in new normal situation students don't have to come to class, students can study online at home using conference communication platforms such as zoom and other learning media.(P.52)

Then the capacity of the class, before the pandemic the classroom can be fully used. Meanwhile during this pandemic, schools are only allowed to accommodate 30-50 percent of class capacity depending on the size of the room, and also the schedule for school entry before the pandemic was 5-6 working days, Meanwhile during the current pandemic, schools are allowed to meet face-to-face only once every two days.The next is the schedule for entering and leaving school, before the pandemic the school entry schedule was at 06.30 and went home at around 14.00. Meanwhile, during the pandemic, students who go to school will be scheduled to enter starting at 07.30 and finish at 11.00. Lastly, Schools that are allowed to open and carry out face-to-face teaching and learning

that are allowed to open and carry out face-to-face teaching and learning processes are required to implement health protocols, such as providing hand washing facilities, using masks, and maintaining social distance.

This pandemic was first reported in Wuhan December 2019, Hubei Province. The source of transmission of this case is still unknown, but the first case was linked to the fish market in Wuhan.¹ From 18 December to 29 December 2019, there were five patients treated with Acute Respiratory Distress Syndrome (ARDS) .² From 31 December 2019 to 3 January 2020 this case increased rapidly, marked by 44 cases reported. Not until one month, this disease has spread in various other provinces in China, Thailand, Japan, and South Korea.

The sample studied shows the etiology of a new coronavirus.² Initially, the disease was temporarily named as the 2019 novel corona virus (2019-nCoV), then WHO announced a new name on February 11, 2020, namely corona virus Disease (COVID-19). (Susilo Adityo, 2020, P.45).

The first COVID-19 was reported in Indonesia on March 2, 2020, in several two cases.⁹ The March 31, 2020 data shows the number of confirmed cases 1,528 cases and 136 death cases.¹⁰ The COVID-19 mortality rate in Indonesia is 8.9%, this figure is the highest in Southeast Asia. The health crisis caused by the COVID-19 outbreak has pioneered online learning simultaneously. Online learning tsunamis have occurred almost all over the world during the COVID-19. Teachers and educators as important elements

in teaching are required to undertake unprecedented mass migrations from traditional face-to-face education to online education or distance education.

In teaching English for young learners there are some differences from teaching adults learners because they are still developing cognitively, verbally, physically and emotionally. One of the main differences between young learners and adult learners is discipline and behavior in teaching process, Adult learners are generally more discipline, independent and organized. Adult learners are able to work more things out for themselves and should be given more leeway throughout the lesson. The next difference is in motivation, adults learners more motivated as they know why they are learning language because it is normally their own decision to study it. Next is in the method of study, adult learners can be longer in duration of the lesson and can be more focused on learning task.

Different from adult learners, young learners in discipline and behavior during teaching process are need much attention from the teacher, the teacher should take control of most of the lesson, ensuring adequate instructions are given for every stage. The next is about motivation in learning, young learners are typically learning English because it is part of a school program and they do not have any choice in the matter.

The last is about method of study, in teaching young learners the lesson should be short, active, fun and extremely fascinating because they can often struggle to focus for a long time on one thing and become tired quickly. (Daria K. 2019, May 6).

Teaching English in the new normal era is not easy, there are some challenges in teaching English to young learners, especially in this New Normal era, every teacher has various kinds of challenges in teaching English to students. (Saputra, Ari 2017) claim that in teaching English to young learners as a teacher we must have many options when choosing a strategy to teach. What we teach and how we make the condition of the class effectively and help increase the skill of the students. By knowing the teaching strategy, the teacher may know how to treat and how to teach English in this new normal era successfully. It can also lead the teacher to select the material which is suitable with the student condition. However in teaching English to young learners, teachers will find many problems in teaching language skills. (p.166)

Based on the definition above in teaching English to young learners, as a teacher it is expected to have patience in teaching knowledge to students, as Allah said in the Qur'an surah Ali-Imron the Number of Verses 200 as follows.

يَا أَيُّهَا الَّذِينَ آمَنُوا اصْبِرُوا وَصَابِرُوا وَرَابِطُوا وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُفْلِحُونَ

As stated in that verse, every Muslim especially teachers in the context of education, must strengthen their patience in teaching in order to realize successful learning. And also must have different ways of implementing teaching English to students in this new normal era.

The reason of conducting this research, the researcher wants to know and observe the challenges in teaching English to young learners in this new normal

era and how the teachers implement the lesson during new normal era at secondary school in Kuala Kapuas Central Borneo. Based on the explanation above, this study will focus on **”The Challenges and implementation in Teaching English for Young Learners in New Normal Era”**

B. Research Questions

1. How do the Teachers Implement Teaching English to young Learners in New Normal Era?
2. What are the challenges of teaching English to Young Learners in New Normal Era?

C. Objective of Study

The purpose of this study are:

1. To figure out the challenges of Teaching English to Young Learners in New Normal Era
2. To know how do teachers implement Teaching English to Young Learners in New Normal Era

D. Significance of Study

This study offers two important insights into the EYL teacher education program they are:

1. This study will lead the teacher to be a better understanding and knowledge of teaching in English for young learners and will provide beneficial information for teachers about how to implement TEYL in new

normal era which will be of value for the development of students' English Language proficiency.

2. To give new insights about the challenge in teaching English for the young age in the new normal Era and reveal them the solution.

E. Definition of key Terms

In order to clarify the key terms used in this study, some definition are put forward.

1. English for Young Learners (EYL)

English for Young Learners is a lesson that designed for students from the first ages of school until 12 years old

2. New Normal Era

New normal era is a change in behavior to continue to carry out activities normally but added by implementing health protocols to prevent the transmission of COVID-19.

3. Challenges in teaching

The challenge in teaching is a problem or difficulty that found or faced by the teachers during teaching and learning process in New Normal Era.