**CHAPTER I INTRODUCTION**

This chapter introduces the nature of present study and theoretical foundation of the research. It begins with the background of the study, the reason for choosing the topic, the scope of the study, the research question, the purpose of the study, the significance of the study, and clarification of terms.

* 1. **Background of the Study**

In Indonesia, English is taught and learned as a foreign language due to the fact that Indonesian government, since its independence, has acknowledged English as an influential language in the world, particularly for international communication. Therefore, the government has decided that English becoming a compulsory subject starting from junior high school (Nurkamto, 2003).

Yet, teaching English as a foreign language is not easy. Especially, in a place that has limited exposure to English (Khan, 2011). In particular case of English teaching in Indonesia, both teachers and students still encounter many problems during the teaching and learning process. The difficulties faced by students of English as a foreign language is the lack of pronunciation at normal speed through listening material (Hasan, 2000). Furthermore, students usually have difficulties in understanding reading texts due to students’ lack of knowledge about reading materials, and they do not know how to relate the ideas between sentences (Rahmawati, 2011). As for speaking, the difficulties that have been often faced by students caused by the lack of vocabulary (Megawati & Mandarani, 2016), while for the problem encountered by students in learning to write are organizing idea, lack of vocabulary and grammar accuracy (Nurgiantoro, 2001).

Responding to the difficulties that students encounter in learning English, it is necessary to investigate the challenges encountered by teachers in teaching English. A research conducted by (Songbatumis, 2017) in Yogyakarta, a developed area in

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Indonesia, shows that the challenges experienced by teachers in teaching English including lack of English exposure, classroom size, and shortage of English teacher. Meanwhile my study was examined English teachers’ experiences in a rural area.

In general, a rural area is a geographic area that is located outside towns and cities. Mishra (2015) stated that “the rural areas lack good schools having proper ambience and affordability which cater to the changing needs and expectations of the crass. However, due to many factors like geographical, social, economic, political or cultural which cause diversity in educational access, children in developareas enjoy the high quality educational in which they almost have everything the best education could offer, qualified teachers, and supporting parents. Other less privileged children, especially who are living in a rural area are happy enough to have access even to basic education seeing that factors in supporting good educationare not available for them, for instance less qualified teachers, less parents’ support, and limited educational facilities.

Based on the factors influencing the educational diversity in Indonesia, including geographical, social, economic, and parents’ contribution towards English young learners, it is essential to explore more about the challenges faced by English teachers while teaching in those school. The challenges might be very different from schools located in the main city with in the rural area. This researchwas taken place at Junior High School in Garut which are located in a rural area. Based on the preliminary research in teaching English for young learners (TEYL) coursework at Junior High School in Garut , the researcher found it seems that teacher still have challenges considering the rural area. The researcher get information about the school limited educational facilities and less parents’ support.To make sure the challenges in this school because out factor in a rural area and from the side of readiness in teaching, the researcher was asked to the teacher in those schools.

Corona Virus Disease (Covid-19) outbreak has provided challenges itself for educational institutions, especially higher education. Anticipating the transmission of the virus the government has issued various policies, such as isolation, social and physical distancing to large-scale social restrictions .This condition requires its citizens to stay at home, work, worship, and study at home. Jamaluddin et al (2020). According to (Siahaan, 2020) Many people interpret Covid-19 as a warning to mankind so that all care for God's creation again, Indonesia is one of the countries infected with the Covid-19 pandemic.

Online learning is the result of learning that is delivered electronically using computers and computer-based media. The source comes from the website, internet, CD-ROM, and DVD. E-learning does not only access information but also guides students to achieve specific learning outcomes. Various studies have been carried out regarding online learning while pandemic COVID 19 occurs. Roida Pakpahan (2020) conducted a study entitled "Analysis of the Utilization of Information Technology in Distance Learning in the Middle of Corona Covid-19 Pandemic Virus" The use of information technology has a very important role in the implementation of distance learning amid the coronavirus pandemic Covid-19, the process learning can run well with the existence of information technology that has developed rapidly at this time including e-learning, Google class, WhatsApp, zoom,and other information media and internet networks that can connect lecturers and students so that the learning process can run properly as it should be although amid the coronavirus pandemic Covid-19. Carmeen Carrillo (2020) explained that the use of technology in supporting online learning depends on three pedagogical factors. The pedagogical approach which is the first factor includes student-centered learning, the role of the teacher as a facilitator, and the integration of knowledge. The second factor is the learning design which includes the flexibility of learning, learning according to the individual needs of each student, according to the context, social, learning process, and the use of appropriate tools and technology. The thirdfactor is facilitation which includes clear

expectations, appropriate questions, understanding and sensitivity to cultural issues, providing timely feedback; constructive; and details, as well as the high attitude and commitment of the students. Internet connection, computers, and various interesting media can supportand improve the teaching and learning process but there are some teachers who have not used those media optimally in their language teaching process.

From that mini research above, the researcher now endeavors to conduct a study on researching challenges encountered by the English teachers during Covid-19 Pandemic case of Junior High School in Garut, and what are their strategies to overcome these challenges.

* 1. **The Reason for Choosing the Topic**

This research focuses on the analysis of teaching English during pandemic. The researcher wants to know the varieties of English teaching during the pandemic.

* 1. **The Scope of the Study**

Based on the problem above the scope of this study was virtual classroom strategies that used by teachers in faced the challenges in teaching English to young learners, this research focused on the ability of the teacher’s strategies in virtual classroom teaching and learning.

The limitation observed, teacher’s strategies in facing the teacher’s challenges that was appropriate to the context in teaching and learning for English to young learners using variant approach technique and methods.

* 1. **Research Question**

Based on the background of the research above, the research question in this study is:

“What are strategies used by the teachers in facing the challenges in teaching English to Young Learners during Pandemic Covid-19?”

* 1. **The Purpose of the Study**

Based on research question that mention before, thus the purpose of this research is to analyze teacher strategies in facing the challenges in teaching English using online learning during the pandemic.

* 1. **The Significances of the Study**

The significances of the research are:

* + 1. **Theoretical**

This research is expected to provide better knowledge about virtual classroom strategies in teaching productive skill course. Furthermore, this research can also be used to increase knowledge about strategies for teaching English to young learners during the pandemic.

* + 1. **Practical**
			1. For the Researcher

This research is expected to find knowledge about teacher’s challenges and strategies in English teaching to young learners during pandemic through online learning.

* + - 1. For the Teacher

This research is expected The teacher hope the learners can developed further virtual classroom strategy research to enrich knowledge about classroom strategies is the most important thing in applying, the teaching and learning process. Especially in learning foreign language and the researchers hopefully becomes input for improvement of the quickly in teaching productive skill.

* 1. **Clarification of Terms**

In this section, the researcher presents the clarification of key terms to avoid ambiguity, misunderstanding, and misinterpretation. There are:

1. Teaching English as a foreign language is not easy. Especially, in a place that

has limited exposure to English (Khan, 2011).

1. The problem encountered by students in learning to write are organizing idea, lack of vocabulary and grammar accuracy (Nurgiantoro, 2001).
2. Covid-19 is an infectious disease caused by a newly discoveredcoronavirus. (WHO, 2020).
3. A pandemic is a disease outbreak that spreads across countries or continents. (Robinson, 2020).
4. The strategies of teaching and learning in pandemic situation that require distance learning or online learning, the first was determining the teaching and learning objectives, the second was choosing the teaching and learning approach, the third was selecting the methods that considered the more appropriate and effective, and the fourth was establishment norms and minimum limits of success or criteria and standards of success. (Hulu, Zagoto, & Laia, 2022).
5. The challenges of teaching and learning in pandemic situation were considering the background of level of economic of their family, there was only one application that possible to apply in online learning, the students were not able to operate Whatsapp application very well, and there was not WIFI facility provided by school. (Manurung & Arda, 2021).