

The Impact of School From Home in Teaching and Learning English For Young Learners

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Abstract

The objectives of this study were to examine the impact of school from home in teaching and learning English for young learners. This study employed a case study approach, which is an embedded single-case design. A set of questionnaires was distributed to twelve young learners in the fourth grade of an elementary school in Singaraja and one English teacher. The young learners in this study were selected with purposive sampling, where participants were selected based on their parents' and teachers' consent. Furthermore, an interview was also conducted with one English teacher from an elementary school in Singaraja to obtain the supplementary data. The findings indicate that the impact of school from home in teaching and learning English had some positive and negative impacts. Therefore, this study ends with suggestions for teachers and parents during school from home.

Keywords: school from home, young learners, English teaching and learning

Introduction

Recently, school from home has been one of the most discussed issue in language learning for the last year. School from home regulations issued after the pandemic of COVID-19 around the world. This current situation leads to school closures and generated the terms of school from home, where every activity in the school moved and conducted through home, and the use of technology like laptop and smartphone are very important in this situation. This pandemic also transformed into an economic and labor market shock crisis which also impacts the teaching and learning process on students, parents and teachers. School from home created severe disruption, and headed teachers to mobilize in teaching remotely with only little preparation or training time. According to Bubb and Jones (2020) students from the poorest families were the least likely to have access to the devices needed and internet access at home.

The sudden shift from classroom-based to school from home had a significant effect on the uses of educational technology in schooling (Bubb & Jones, 2020). It is required for teachers and students to swift adaptation to the features of the digital platforms thrust upon them. Those who already utilized digital learning platforms had fewer barriers to school from home compared with

schools that had formerly made little use of technology or where students did not have devices and the access of internet at home (Petrie et al., 2020). Moreover, schools which had already established a virtual learning environment had higher student engagement levels than those without, especially for disadvantaged students.

According to Bhamani et al., (2020), students especially young learners should experience that they are listened to in the daily life of school, that they have real influence and that they can affect that which concerns to them. Teaching young learners during school from home is one of crisis that existing for teachers' condition in this current situation. It is because young learners are enthusiastic and lively learners, where they want to please the teacher rather than their peer group, they will have a go at any activity even when they do not understand why or how, but also they lose interest more quickly and less able to keep themselves motivated on tasks that they find difficult (Octaviana, 2017). Moreover, young learners are most likely to depend on adult, like teachers or parents, for material support, spiritual support, psychological support and life management (Garton & Copland, 2019).

Furthermore, Patel et al., (2019) mentioned that school from home have explored various aspects of young learners characters during school from home, such as, young learners' confident increasing in learning English during school from home but for some disadvantaged young learners' are not confident in learning English during school from home. He also mentioned that young learners who have access of internet connection and technology are more likely to enjoy learning English during school from home rather than young learners that are not. It contrasts to this phenomenon, that the English teacher have significant problem in teaching English based on classroom than school from home. This present study use case-study to generate qualitative data within the single-case phenomena with its contexts (Baxter & Jack, 2015). According to Starman (2013) case study is the suitable research method that can be used during the complex phenomena and describes the hypothesis of the phenomena. However, this present study addresses the fundamental aspect of view-points, such as, from the English teacher and young learners' perspectives about the impact of teaching and learning English during school from home. Therefore, this present study examines how the English teacher and young learners view the impact of teaching and learning English during school from home.

Method

This present study use qualitative research with case study as the approach with single-case as the design in instruments. Single-case design cannot contribute in scientific development but it is useful and suitable in for generated hypothesis (Symonds & Symonds, 2016). This study targeted the population of English teacher and young learners in fourth-grade of elementary school in

Singaraja, comprising one elementary school with one English teacher and twelve young learners in fourth-grade (Gerring, 2007). The reasons for involving the twelve young learners in fourth-grade of elementary school were, first, this education level is the stage where young learners in Indonesia begin in learning English, and second, theoretically, young learners of this level have internal and external motivation in learning target language it is because young learners are better equipped to acquire than adult and therefore acquire English more effortlessly, and more successfully and faster (Garton & Copland, 2019). Questionnaire and interview were utilized in this study. Although the two instruments asked similar questions, reflected in 10 items, the questionnaire was developed into two versions, these are, one for teacher, and the other for young learners. The questionnaire involves three items to reveal participants' understanding about school from home, 4 items on the importance of English teaching and learning for young learners, and 3 items on the impact to those attributes (Roell, 2015). The questionnaire items were validated by two experts, which are lecturer of English Language Department. They were asked to validate and commented the questionnaire for its appropriateness. The questionnaire was then distributed to all twelve young learners in fourth grade of elementary school assisted by the parents and English teacher, and one English teacher in the elementary school. However, some of young learners were troubled in completing the questionnaire because the connection of the internet, which only 10 young learners returned the questionnaire. The purpose of processing these data is to measure how school from home affected teaching and learning English.

Findings

Figure 1. Participants' Understanding

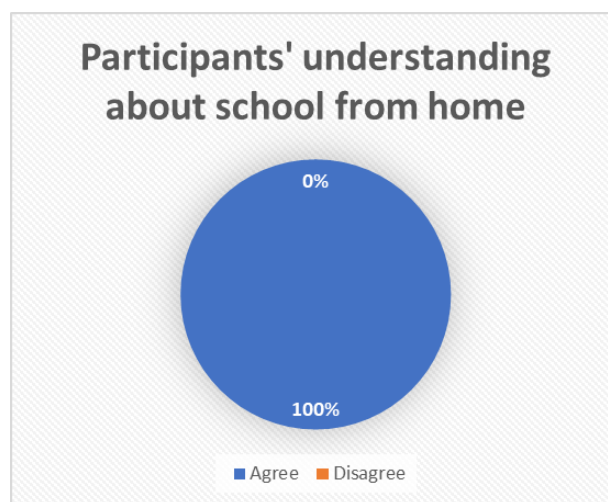
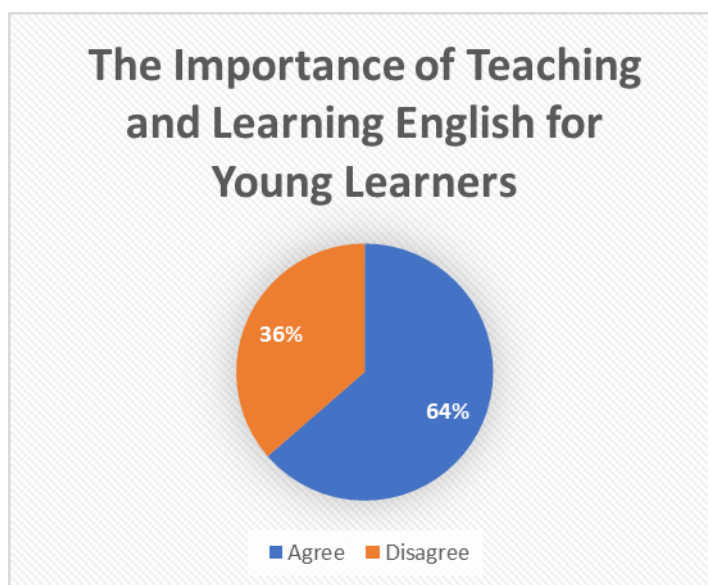


Figure 1 exhibits how young learners and English teacher understanding about school from home, such as the terms of school from home, the condition and the current situation that lead into

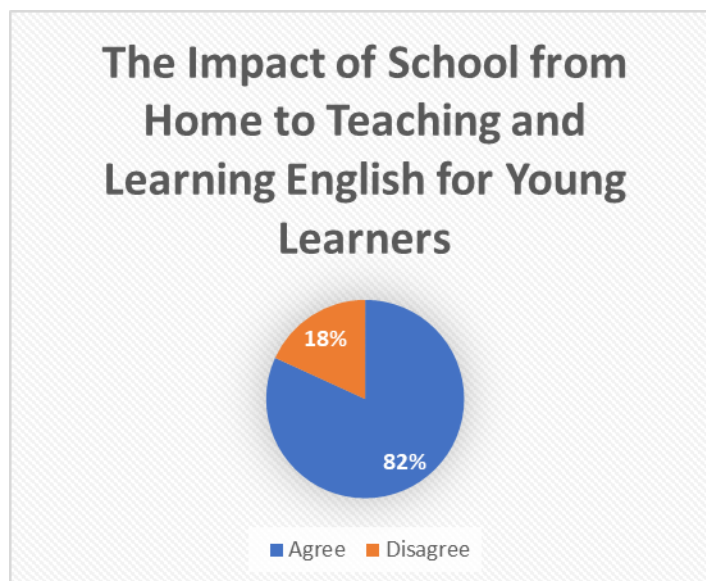
school from home, and how conducting school from home. The data, as in Figure 1, indicate that both young learners and the English teacher (100%) were able to understand about school from home. The English teacher mentioned that she knew about school from home and how to operate and conducting school from home after several training time from government.

Figure 2. The Importance of Teaching and Learning English for Young Learners



This section refers to the importance of English teaching and learning for young learners. Figure 2 reveals that 64% of the young learners and English teacher showed agreement of the importance of English teaching and learning for young learners. The English teacher agreed that English as the foreign language is important for young learners, it is because in the early age, young learners are easy to acquire the language. Some of young learners agreed that English is an important lesson, it is because they spend their time watching YouTube that contains English as the main language and it will be really helpful for them to learn English in their early age. However, the rest of young learners (36%) disagreed that English is important because they enjoyed learning other subjects rather than English.

Figure 3. The Impact of School from Home in Teaching and Learning English for Young Learners



This section comprises the impact of school from home in teaching and learning English for young learners. Figure 3 reveals that 82% of young learners and English teacher agreed that school from home really influenced the teaching and learning English process. The English teacher mentioned that, there are some positive and negative impact of school from home in teaching and learning English for young learners. However, the English teacher prefer to teach directly in front of the class rather than through virtual meeting or chat messenger (Taufiq, 2016). It is the same like the other young learners that agreed how school from home influenced their English learning, they rather learn in the class with friends and their teacher, to bound and directly meeting to one each other, rather through laptop or handphone. Besides, there are also 18% of young learners disagreed with them. This 18% young learners mentioned that, they are not really influenced with the impact of school from home in learning English, but they enjoyed to learn with laptop or smartphone, where they can also access games and watching YouTube in the same time during teaching and learning session (Fajarina, 2017).

Discussions

The findings of the present study with regard to participants' understanding about school from home are in line with what Bubb & Jones (2020) have examined that school from home is likely known for teacher and young learners but the sudden shift from classroom-based teaching and learning had significant effect on conducting school from home. The English teacher had to

be trained with some educational technology before conducting the teaching and learning English based on school from home, it is also the same for young learners, that they had to get used with the situation not depending to the teacher directly like in the classroom (Cheng, 1988). Besides, it is also possible that the result of this present study affected by young learners' social life, such as, they already provided with technology in learning English during school from home but have to learn how to operating it, but also the same with disadvantaged young learners which not provided well with the technology but know how to operate it (Bland, 2019).

This also mentioned by the English teacher that also the interviewee, that some of young learners were troubled with the condition of school from home because of the economy crisis that happened with their parents during the pandemic of COVID-19.

"I think some of students are still in trouble in learning through school from home. Maybe, it is because of the economy crisis, like some students have a smartphone but with limited internet connection, also some students without a smartphone, and some with enough facilities but still need help from their parents or siblings to access it."

This is also one of the main reason two of ten young learners troubled in completing questionnaire because of the internet connection. Based on the second findings, the importance of teaching and learning English during school from home for young learners are in line with what Octaviana (2017) have describes in previous study, that English has important roles in young learners due to their enthusiast's characteristics and their curiosity about something they do not why and how. Seven out ten students agreed that English is one of important subject that they have to learn and most of them explained that they were curious about another language especially English. These young learners also mentioned that English are obligated to be learned because they like to watch YouTube with English contents. The interviewee also mentioned that, young learners in fourth-grade tends to spend their time watching YouTube in English version rather than Indonesia (Duff, 2014).

"Fourth-grader students are like to learn English; it is because they like to play games and watching YouTube in English mode. Maybe that is the reason why they like to learn English."

The last findings of the present study with regard of the impact of school from home in teaching and learning English for young learners are in line with what Patel et al., (2019) have examined that school from home have its positive and negative impact towards teacher and young learners in teaching and learning English. The positive impact can be shown from the Figure 3 that 2 (18%) out of 10 students mentioned that school from home had a positive impact towards their learning process. These young learners explained that, they can spend their time learning English

with watching YouTube, and they can also learn with their parents and sibling in home. Besides, this positive impact for some young learners shows the progress of 21st century teaching and learning based on self-directed and the teacher as the controller (Cakir & Gungor, 2017). However, 7 out of 10 students describe how school from home had a negative impact for them to learn English. These students mentioned several negative impacts during school from home in learning English, (1) they often lost the internet connection during school from home, (2) they have to share their devices like laptop and smartphone with their siblings or parents, (3) some of students does not have laptop and smartphone, and internet connection, (4) and some of students have to visit their friend to learn English because lack of equipment which this one forbidden during the pandemic of COVID-19 (Chen, 2014). The young learners also mentioned that they preferred to learn in classroom-based, it is because they enjoy in interacting with their friends and teacher during learning process (Damayanti & Faozah, 2016). The interviewee said, the impact of school from home in teaching and learning English are mostly have negative impacts. As an English teacher, she also said that it is hard to conducting teaching process through virtual meeting, it is because she has to transformed the teaching media, from textbook into some files in form of PowerPoint or educational video. This merged from textbook to digital platform takes time to be developed, it is because she is not only teaching one class in a week. Nevertheless, teaching English to young learners has many obstacles during school from home, it is because the characteristics of young learners like to learn with social interactions rather than virtual interactions, which the influenced of the teacher is not lasting and young learners tend to repeat the same error that also become one of the obstacles in teaching and learning English during school from to young learners (Ghosn, 2013).

“In my opinion, the impact of school from home are mostly in negative side. This impact influenced me as the English teacher in developing and transforming the textbook material into educational video and PowerPoint. If I only my responsibility with only one class, I still can handle it, but it is more than one class.”

Conclusions and Suggestions

This study reveals that teacher and young learners was still in a shock for an entire schooling experience to be taken out of the existing physical infrastructure and delivered remotely using internet technology to a degree that was unprecedented for young learners especially. It shows how much the researcher gained from asking 10 students and 1 English teacher about the impact of school from home in teaching and learning English for young learners. There are positive and negative impact of school from home in teaching and learning English for young learners and also the English teacher. The positive impact are young learners with enough resources, such as, the internet connection, and digital facilities like laptop and smartphone, can merged into school

from home directly with this kind of access. They were one step ahead from disadvantaged young learners that have limited access with digital facilities and the internet connection. However, the negative impact of school from home are likely to be the most happened in teaching and learning English. Some of young learners has limited access with the internet connection and digital facilities, while some other young learners has limited companion from their parents or siblings, which this also affected the English teacher in transformed classroom-based teaching into school from home based teaching. The transformation from textbook material into digital files and educational video are one of the main problem that the English teacher should facing in this current situation. However, the researcher suggested the English teacher to implement self-directed learning during school from home and providing interactive media that support young learner in self-directed learning.

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