



**THE PHENOMENON OF LEARNING LOSS  
IN ENGLISH LANGUAGE LEARNING  
DURING THE POST-PANDEMIC ERA**

**THESIS**

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**THESIS**

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## ABSTRACT

Tracy, Nafissa. 2023. *The Phenomenon of Learning Loss in English Language Learning during The Post-Pandemic Era*. Thesis, English of Education Department, Postgraduate Program, University of Islam Malang. Advisor: (I) Dr. Dra. Hj. Mutmainnah Mustofa, M.Pd. (II) Dr. Imam Wahyudi Karimullah, S.S., M.A.

**Keywords:** *Learning loss, English language learning, Post-pandemic era*

This study is aimed to explore the phenomenon of learning loss in English language learning during the post-pandemic era especially in primary schools setting. Additionally, this recent study offered information on post-pandemic perceptions, challenges, and strategies. The goal of the study is to fill the gap left by earlier research that did not address the perceptions, challenges, and strategies from the perspectives of primary English teachers.

The participants in the data collection included seven parents of the students and fifteen primary English teachers. Both qualitative and quantitative data are available. A questionnaire with fifteen closed-ended questions was used to gather quantitative information about participants' perceptions of the phenomenon of learning loss in English language learning. Besides, the qualitative data were gathered through semi-structured interview guidelines including four core questions to get detailed information about the perceptions, challenges, and strategies. To get the data validation, this study uses member checking to ensure the questionnaire data and triangulation of the interview results.

This study revealed that in elementary schools, the phenomenon of learning loss does occur in English language learning. According to the research's findings, several cognitive, affective, and psychomotor factors are impacted. Moreover, the challenges faced by primary English teachers are increasing the enthusiasm and motivation of children to learn, teaching in a classroom atmosphere where many students forget the material that has been taught, dealing with student's behaviour that tends to be negative such as lack of motivation, easily bored, efficacy and decreased self-confidence, and so on. For parents, their challenges are children's laziness in learning and dependence on gadgets. Last but not least, the primary techniques employed by English teachers are enhancing the quality of lesson plans, creating teaching aids like audiovisual materials or flashcards, giving out small notes or hardcopies with notes on the essential material, conducting routine assessments, holding remedial activities, and also



taking part in online training to enhance teaching quality. While this is going on, parents can help by setting up study times with their children, rewarding them for learning, walking beside them as they learn, providing technology, and gradually introducing them to simple English commands.

It is hoped that the findings of this study will serve as one of the references for other English teachers as they prepare to teach their classes following the pandemic to anticipate or lessen any issues or difficulties they may encounter. Additionally, the coping mechanisms used in this study to overcome difficulties may also be solutions for their English language learning in the post-pandemic era.



## ABSTRAK

Tracy, Nafissa. 2023. *Fenomena Learning Loss dalam Pembelajaran Bahasa Inggris di Era Pasca Pandemi*. Thesis, Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang. Pembimbing: (I) Dr. Dra. Hj. Mutmainnah Mustofa, M.Pd. (II) Dr. Imam Wahyudi Karimullah, S.S., M.A.

**Kata kunci:** *Learning loss, Pembelajaran Bahasa Inggris, Era Pasca Pandemi.*

Penelitian ini bertujuan untuk mengeksplorasi fenomena learning loss dalam pembelajaran bahasa Inggris pada era pasca pandemi khususnya di lingkungan sekolah dasar. Selain itu, studi terbaru ini memberikan informasi tentang persepsi, tantangan, dan strategi guru Bahasa Inggris pasca-pandemi. Tujuan penelitian ini adalah untuk mengisi gap penelitian sebelumnya yang belum menjawab persepsi, tantangan, dan strategi dari perspektif guru bahasa Inggris sekolah dasar.

Partisipan dalam pengumpulan data adalah tujuh orang tua siswa dan lima belas guru bahasa Inggris sekolah dasar dalam bentuk data kualitatif dan kuantitatif. Kuesioner dengan lima belas pertanyaan tertutup digunakan untuk mengumpulkan informasi kuantitatif tentang persepsi peserta tentang fenomena learning loss dalam pembelajaran bahasa Inggris. Selain itu, data kualitatif dikumpulkan melalui pedoman wawancara semi-terstruktur dengan empat pertanyaan inti untuk mendapatkan informasi rinci tentang persepsi, tantangan, dan strategi. Untuk mendapatkan validasi data, penelitian ini menggunakan member checking untuk memastikan data kuesioner dan triangulasi hasil wawancara.

Penelitian ini mengungkapkan bahwa di sekolah dasar, fenomena learning loss memang terjadi dalam pembelajaran bahasa Inggris. Menurut temuan penelitian, beberapa faktor kognitif, afektif, dan psikomotor terpengaruh. Selain itu, tantangan yang dihadapi guru bahasa Inggris SD adalah meningkatkan semangat dan motivasi anak untuk belajar, mengajar dalam suasana kelas dimana banyak siswa melupakan materi yang telah diajarkan, menghadapi perilaku siswa yang cenderung negatif seperti kurangnya motivasi, mudah bosan, efikasi dan kepercayaan diri menurun, dan sebagainya. Bagi orang tua, tantangannya adalah kemalasan anak dalam belajar dan ketergantungan pada gadget. Selanjutnya, strategi utama yang digunakan oleh guru bahasa Inggris adalah meningkatkan kualitas rencana pembelajaran, membuat alat bantu pengajaran seperti materi audiovisual atau flashcard, membagikan catatan kecil atau hardcopy dengan

catatan tentang materi penting, melakukan penilaian rutin, mengadakan kegiatan remedial, serta mengikuti pelatihan daring untuk meningkatkan kualitas pengajaran. Orang tua dapat membantu dengan mengatur waktu belajar bersama anak-anak mereka, memberi mereka hadiah untuk belajar, berjalan di samping mereka saat mereka belajar, menyediakan teknologi, dan secara bertahap memperkenalkan mereka pada kalimat perintah bahasa Inggris yang sederhana.

Diharapkan temuan penelitian ini dapat menjadi salah satu referensi bagi guru bahasa Inggris lainnya saat mereka mempersiapkan diri untuk mengajar di kelas setelah pandemi untuk mengantisipasi atau mengurangi masalah atau kesulitan yang mungkin mereka hadapi. Selain itu, mekanisme koping yang digunakan dalam penelitian ini untuk mengatasi kesulitan juga dapat menjadi solusi pembelajaran bahasa Inggris mereka di era pasca pandemi.



## CHAPTER I

### INTRODUCTION

This chapter discusses some of the elements that determine why this study is conducted. The research background, research questions, objectives, significance of the research, scope and delimitation, and operational definition of the key terms are all presented in this introductory chapter.

#### 1.1. Background of the Research

The world is currently dealing with a global Corona Virus Disease 2019 (COVID-19) pandemic. Since late 2019, this has been going on for around two or three years. Not only developing countries but developed countries are also affected by this pandemic, including Indonesia. Many changes took place in society due to this situation, including changes in the economy, tourism, agriculture, finance, health, and even education. Most countries have decided to get social distancing, even a lockdown, to reduce the spread of this virus. Consequently, as claimed by United Nations Educational, Scientific, and Cultural Organization (UNESCO) in Ardington, Wills, and Kotze (2021), most schools worldwide are closed entirely or partially nearly two years after the World Health Organization proclaimed COVID-19 a global pandemic. Following the outbreak, the government enacted stricter school closures starting from kindergarten schools, primary schools, junior high schools, senior high schools until colleges and other institutions.

School closures have had significant consequences for learning in several parts of the world, including Indonesia. This statement is also supported by UNESCO data, which points out that school closures have affected 91.3 percent of the world's student population in 188 countries (UNESCO, 2020). In the study written by Aji (2020), he distinguishes the effects of the pandemic on learning into two categories: short-term and long-term. The psychological impact on students who are not exposed to learning online is felt in the near term. They require assistance in learning to discover answers to questions they do not understand. Furthermore, the long-term impact on education will widen the educational divide between urban and rural areas. This long-term impact will undoubtedly exacerbate the difficulties in Indonesian education. Besides, the school closures impact several areas such as science, mathematics, and language learning (Todd & Romine, 2018; Kuhfeld, Soland, Tarasawa, Johnson, Ruzek, & Liu, 2020; Scott, 2021).

In the situation of school closures, students at lower levels will be more susceptible to the effects. They are more likely to be affected in learning, which might result in significant learning loss (Angrist, DeBarros, Bhula, Chakera, Cummiskey, DeStefano, Floretta, Kaffenberger, Piper, & Stern, 2021). Following the principle of a primary school in the East Midlands, the students have forgotten most of the vocabulary they had learned (Scott, 2021). English as a foreign language (EFL) instruction did not systematically compensate for school closures, and primary school students have little exposure to English outside of school. Studying the impact of instructional disruptions on early foreign language learning is particularly appropriate



(Hopp & Thoma, 2020). The British Council (2021) states that one out of every five primary schools is forced to close due to the pandemic. More influence is felt in less developed areas than in more developed regions. Furthermore, as schools continue to recover from the pandemic, teachers must prioritize language learning. Engzell, Frey, and Verhagen (2021) confirm learning losses in reading, mathematics, and spelling in a sample of Dutch primary schools comparable to the length of school closures.

Primary school students, categorized as young learners, have different characteristics in learning when compared to students who are at a higher level. They need more guidance from teachers because they can still maximize learning independently, especially during the pandemic. Referring to Fajarina (2017), older learners have different learning intentions and desires from young learners. Moreover, Pustika (2021) admits that children learn in a unique way than adults. To address this, teachers of young learners should approach them differently to make the teaching and learning process meaningful and effective for them, particularly for English language learning. Considering English is an essential subject for elementary school students, teachers and researchers must carefully examine this subject. According to Maili's research (2018), there are several reasons for the importance of English in primary schools: first, the globalization period has resulted in more advanced technological innovations. All technological systems use the English language. So that primary school students' basic knowledge of this subject will be valuable for learning other issues such as technology. Second, having English language instruction in primary schools will make it easier for students to progress to

the next level. Third, teachers believe that English should be taught in primary school due to the critical period.

Generally, in language learning, children can easily communicate with teachers and friends before the outbreak. They will inquire about what they wish to learn about English. However, due to school closures, this is slowly dwindling. As a result, students' understanding is not as good as it may be when learning. The learning during the school closures is not optimal (Amsikan, Nahak, & Mone, 2021). Students are losing most out during the learning in pandemic (Fuchs-Schündeln, Krueger, Ludwig, & Popova, 2020). In this situation, parents play a crucial role in monitoring their children's learning progress. They are confronted with the new responsibility of being both parents and teachers. To minimize learning losses, children must increasingly rely on physical and cultural elements available at home, not just to pass the time but also to pursue remote learning (Blazko, daCosta, & Schnepf, 2021). The United Nations Convention on the Rights of the Child in Engzell et al. (2021) suggests that governments should provide primary education to all children on an equal basis. As a result, teachers, parents, students, and policymakers must collaborate to reduce the risk of learning loss in the English language during the pandemic.

Despite the fact that English is taught locally in Indonesia, many parents of students have asked for it to be made a required subject because of how important it is in today's world. Unfortunately, the school did not put out its best effort to equal

this. Additionally, many parts of education have changed since the pandemic and have had rather negative effects, one of which is the phenomenon of learning loss.

Based on this background, research is needed to explore the phenomenon of learning loss in language learning and to determine how teachers' and parents' efforts and involvement after the pandemic. It might reflect teachers, parents, and policymakers in overcoming or reducing learning losses in language learning.

### **1.2. Research Questions**

Based on the research background, the research questions are:

1. How does the learning loss phenomenon in English language learning in the primary school settings based on teachers' perception?
2. How are the challenges of teachers and parents in overcoming the learning loss in the primary school settings based on teachers and parents' perception?
3. How are the efforts or strategies of teachers and parents in overcoming the learning loss in the primary school settings?

### **1.3. Research Objectives**

Based on the research problem above, the several research objectives are:

1. To explore the phenomenon of learning loss in English language learning in primary schools setting based on teachers' perception.
2. To describe the challenges of teachers and parents in overcoming the learning loss in primary schools setting based on teachers' perception.

3. To find out the efforts or strategies of teachers and parents in overcoming the learning loss in the primary school settings?

#### **1.4. Significance of the Research**

##### **a. For the Students and Parents**

The findings of this research are likely to aid primary school children in overcoming learning loss in English. Furthermore, it is intended that this research would help students' parents understand how to overcome learning loss in English language learning.

##### **b. For Teachers**

This research is expected to provide insight for primary school teachers who teach English to be a reflection of learning after the pandemic.

##### **c. For Future Researchers**

The findings of this research are expected to give some contributions and information for future researchers in terms of learning loss in language learning.

#### **1.5. Scope and Delimitation** ★★★★★★

Only a few primary schools in East Java, including Bondowoso, Jember, Situbondo, and Banyuwangi (Keresidenan Besuki), participated in this study. Furthermore, to keep the scope of the issues presented limited, the researcher examines learning loss in two aspects of language, namely language components and language skills rather than aspects of rate and sequence.

## 1.6. Operational Definition of Key Terms

### a. Phenomenon

The term phenomenon is used to mean symptoms that a person can see and feel in everyday life; in this case, the problem in question is learning loss.

### b. Learning Loss

The term learning loss is used to mean one of the issues in education where primary students in Bondowoso, Jember, Situbondo, and Banyuwangi (Se-karesidenan Besuki) lose their interest in learning and understanding specific courses, resulting in lower achievement.

### c. Efforts

The term efforts is used to mean all of the teachers' efforts in Bondowoso, Jember, Situbondo, and Banyuwangi (Se-Keresidenan Besuki) and also parents' efforts in Bondowoso in which are observable to assist children, in this case primary school students, in overcoming learning loss during the pandemic.

### d. Involvement

The term involvement is used to mean participation of parents members in supporting children in overcoming learning loss during a pandemic.

## CHAPTER VI

### CONCLUSION

This chapter contains the conclusion of the study and the suggestions. Suggestions contain implication of the research and recommendations for future research.

#### 6.1 Conclusion

Based on the research results, the researcher conclude that the primary English teachers' perception on the learning loss phenomenon tends to be negative because there are several aspects of disrupted learning. According to the research's findings, several cognitive, emotional, and psychomotor factors are impacted. Regarding the cognitive component, it was discovered that many students needed to remember the information they had been taught. Usually, the forgotten material is related to language components, one of which is vocabulary. When it comes to the affective aspect of learning, students typically lack the motivation and the confid to complete classwork, are less disciplined, are quickly bored, are moody, and have lower self-efficacy. In addition, it was shown that children have a larger propensity to give up than they did before to the pandemic based on the findings of the study's interviews. In the psychomotor aspect, students tend to experience a decrease in their problem-solving skills. This, of course, also relates to the affective aspect.

Furthermore, based on the teachers' perception, the biggest challenge faced by the teachers is the decreased motivation of students after the school

closures for some time. Due to the lack of real interaction between teachers and students during the pandemic. In addition, students are very dependent on gadgets so that when schools reopen, they still cannot leave their old habit of always relying on gadgets. There is also the decrease of enthusiasm children to learn. Therefore, the challenges faced deal with the student's behaviour that tends to be negative such as lack of motivation, easily bored, efficacy and decreased self-confidence, and so on. For parents, their challenges are children's laziness in learning and dependence on gadgets.

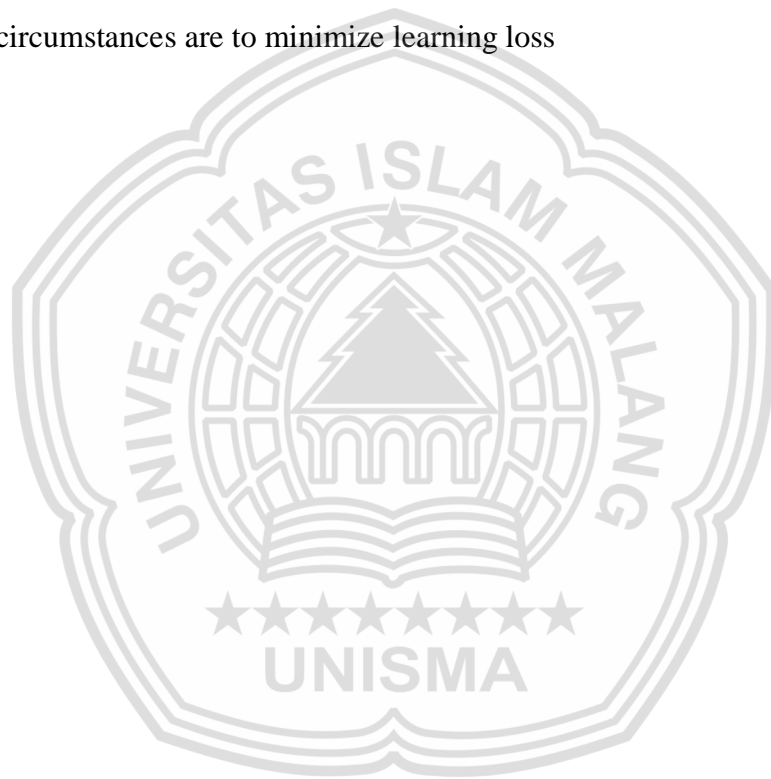
Last, the primary strategies employed by English teachers are enhancing the quality of lesson plans, creating teaching aids like audiovisual materials or flashcards, giving out small notes or hardcopies with notes on the essential material, conducting routine assessments, holding remedial activities, and also taking part in online training to enhance teaching quality. While this is going on, parents can help by setting up study times with their children, rewarding them for learning, walking beside them as they learn, providing technology, and gradually introducing them to simple English commands.

## **6.2 Suggestions**

This research was only conducted at 15 schools in the Besuki Residency, East Java. Therefore, future researchers are expected to conduct research with a larger number of samples starting from schools in urban and rural areas, to find out how high the gap has been in learning English after the pandemic. In addition, researchers can analyze how much the learning loss phenomenon occurs in

learning English by conducting longitudinal research before and after the pandemic.

For teachers, it is hoped that they will continue to develop learning media that focus on vocabulary mastery. It is the basis for elementary school students in learning a language, especially English. Besides, parents are expected to provide adequate learning facilities for students and also always motivate students to learn whatever the circumstances are to minimize learning loss





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