

CHAPTER I

INTRODUCTION

A. Background of the Study

Teachers face significant challenges in teaching Alpha Generation, particularly in the context of English language education. This generation, comprising children born between 2010 and 2025, has grown up immersed in digital technology, in an environment dominated by constant connectivity and digital media, which has profoundly shaped their learning behaviors (Jha, 2020; McCrindle & Fell, 2020). As digital natives or "screenagers," they possess strong digital literacy and technical skills, yet also exhibit characteristics such as reduced attention spans, a reliance on instant feedback, and difficulty maintaining deep focus during learning. These traits pose specific difficulties in English language instruction, which traditionally demands critical reflection and consistent practice. English learning involves not only mastering vocabulary and grammar, but also developing contextual understanding, communication competence, and higher-order thinking skills. English educators need to adapt their teaching in order to engage the Alpha generation students in teaching learning process.

If teachers don't know how digital immersion affects cognitive and linguistic development, they may have trouble getting Alpha generation students involved and teaching them important skills like critical thinking and communication. These students are growing up surrounded by digital technology, which makes them expect instant feedback, constant stimulation, and interactive learning environments. Because of this, traditional classroom methods may seem boring or slow, which can make students less interested and less likely to participate. Also, students are using more and more digital slang and casual language, which can make it harder for teachers to keep order in the classroom, promote respectful communication, and uphold formal language standards.

This study is related to earlier work, like "Teacher Perception of ICT and Alpha Generation Student" by Senjaya et al. (2021) and "Educational Design for Alpha Generation in the Industrial Age 4.0" by Arifah, Munir, and Nurdin (2018). Both

studies stress how important it is for Alpha Generation students to use technology and change their teaching methods. But there is a clear gap in the research because these studies mostly look at what teachers think about ICT and theoretical models of educational design, without going into detail about the real problems that English teachers face in the classroom, especially in Indonesia. More specifically, not much is known about the problems teachers have with Alpha Generation's short attention spans, their dependence on digital media, and how digital slang affects language learning. There is also not enough real-world research on the practical solutions that teachers come up with to deal with these problems. The study "Teachers' Challenges and Solutions on Teaching English to the Alpha Generation in Indonesia" aims to fill this gap by looking at the real problems and solutions that English teachers face in the classroom. This will help improve teaching methods that are better suited to the needs of Alpha Generation students in Indonesia.

Previous studies have looked at the general problems and solutions for teaching the Alpha Generation, but there is still a big gap in our understanding of how these ideas apply to English language teaching in Indonesia. Arifah, Munir, and Nudin (2021) and Senjaya et al. (2021) both talk about how important it is to adapt to digital learning environments, but they don't talk about how Indonesia's educational infrastructure, cultural norms, and unequal access to technology affect the way English is taught in a unique way. Carvalho et al. (2022) also stress how important it is for teachers to be ready for 21st-century students, but they don't look at how Indonesian teachers are specifically prepared to meet the changing needs of Alpha Generation students when it comes to learning English. This study aims to fill a big gap by looking into the real problems that English teachers face and the practical solutions they use. This study aims to fill a big gap by looking at the common problems that English teachers face and the practical ways they solve them in the classroom. The study doesn't suggest completely new ways of teaching; instead, it tries to give information about real-world teaching experiences that fit with how Alpha Generation learns. These results should help English teachers change their methods to fit the changing digital education landscape in Indonesia.

B. Formulation of the Problems

1. What are the challenges faced by teachers in teaching the Alpha generation?
2. What solutions do teachers implement to face the challenges of teaching the Alpha generation?

C. Operational Definitions

1. Teacher's Challenges

Teacher's challenges refer to the difficulties educators face in teaching English to Alpha Generation, including managing shorter attention spans, integrating digital technology, and addressing students' reliance on informal digital language.

2. Teacher's Solutions

Teacher's solutions are the strategies and approaches teachers develop and implement to overcome these challenges in the classroom context.

3. Teaching English to the Alpha Generation

Teaching English to the alpha generation means using interactive and multimodal methods to help digital native students who have grown up with technology learn the language and stay interested in it.

4. Alpha Generation

Alpha Generation refers to children born between 2010 and 2025 who are growing up with constant exposure to digital technology. This study focuses on school-aged children already familiar with smartphones, tablets, and instant information. Their digital environment has shaped shorter attention spans and reduced focus, which pose real challenges for teachers in delivering effective English instruction using traditional methods.

D. Aims of the Research

1. To find out what challenges teachers face in teaching the alpha generation.
2. To find out teacher solutions in dealing with the challenges faced by teachers in teaching the alpha generation.

E. Significances of the Study**1. Theoretical Significance**

The purpose of this study was to inform and enrich the understanding of future researchers regarding the challenges teachers face in teaching the alpha generation and solutions for dealing with these challenges.

2. Practical Significance

Practically, it is hoped that this research can contribute to English teachers, or other stakeholders in schools in learning activities to determine what steps can be chosen in teaching the alpha generation, and to find solutions to the various challenges experienced by teachers when teaching the alpha generation.

3. Empirical Significance

Empirically, this research provides empirical insight regarding the challenges teachers face in teaching the alpha generation and solutions for dealing with these challenges.