CHAPTER I

INTRODUCTION

This chapter explains five subtopics, namely background of the study, identification of problem, research questions, purpose of the study, limitations of the problem and significances of the study.

1.1 Background of the Study

The world is currently being hit by the disease, causing a pandemic that directly affects the global situation known as Covid-19. *Coronavirus* is a new virus variant that primarily affects the respiratory tract and can even result in death (Brosnahan et al. 2020). Because of the pandemic, every individual must adopt a healthy lifestyle to avoid infection and limit activities outside the home, including learning and teaching, which must also be done from home. This pandemic caused significant changes in education, with several schools switching from face-to-face learning to online learning. In order to prevent the spread of the dangerous COVID-19 virus, the Indonesian government has now decided that students and teacher should study from home.

The Covid-19 pandemic has affected the world of education, resulting in the closure of schools. However, education must continue regardless of the circumstances. School closures that occur unexpectedly due to this pandemic can cause significant problems for students, teacher, parents, and the broader community. This pandemic situation provides an excellent impetus for teacher to become familiar with the various educational technologies available and improve online learning quality. According to (Toquero 2020) online learning has the advantage of allowing students to access learning materials at any time and from any location because there is no time constraint when using the internet, in contrast to offline learning, which can only interact

in real-time. The transition from face-to-face to online learning requires a significant shift in the methods, time allocation, and learning media used in online learning. Teacher in online learning must develop effective methods and strategies for enhancing students' abilities, particularly in language learning. Additionally, teacher must adapt to technology in online classes when conducting learning activities. According to (Hismanoglu 2012) incorporating technology into the classroom enables teacher and students to collaborate to create a learning environment that is conducive to effective teaching and learning.

There are four language skills: speaking, writing, reading, and listening. Of the four languages, skills are divided into two types, namely productive skills and receptive skills. Reading and listening are receptive skills, while speaking and writing are productive skills. From this explanation, using the four language skills can increase knowledge in learning English. Teacher at SMA Lab Undiksha more often use reading as online learning material because, according to their students, reading is the most challenging lesson because it requires correct pronunciation. In this case, the teacher focuses on giving reading tasks on online platforms. According to (Johnson 2008) Reading is the process of generating meaning from text. Humans communicate, transmit information, and share ideas primarily through language. English is critical for developing cultural science and communication with other nations worldwide. Reading is one of the four language skills teacher must teach to Senior High School students. Reading is one of the language skills that students must acquire because it is a necessary component of language learning (Musti-Rao, Hawkins, and Barkley 2009). There are numerous methods for teaching and learning English that utilize various materials or capacities of the students. Students who learn English will be successful if the sources or methods used to teach them are relevant to their needs. For instance, there are some difficulties in reading class, such as

difficulty comprehending a text's content, meaning, and pronunciation. They may have difficulty determining the most appropriate method for the teacher's English class reading class.

Based on the first observations at the SMAS Laboratorium Undiksha Singaraja which was conducted online a few months earlier when the issue of covid-19 was still in the emergency stage, schools were closed entirely. However, now covid-19 in Indonesia has begun to decline, and PTM (face-to-face learning) has been implemented. In several schools, including SMAS Lab Undiksha Singaraja. Students can study at school but still comply with health protocols; face-to-face learning focuses on teacher providing offline class material, while assignments are still done online because the school limit is set for 25 minutes in each subject. In this case, teacher can still carry out online learning activities through online platforms such as WhatsApp, Google Classroom, and other platforms. The teacher said that WhatsApp and Google classroom was the most frequently used applications in teaching, especially in developing assignments, giving instructions and explaining the material. The researcher gets data from conducting initial observations by interviewing several teacher, especially English teacher. After interviews with several teacher, it was found that the problem related to the online learning also comes from the developing reading tasks using online platforms. The developing tasks using online platforms should help students more easily understand the tasks, an online platform used in the teaching and learning process is still considered difficult for students to access. This condition is caused for several reasons. The teacher at SMAS Laboratorium Undiksha said that online applications in developing readings tasks were still in the experimental stage, and they had not found the appropriate one to use to develop tasks.

There are several relevant studies. Nadila conducted the first study (2020) Developing Task-Based Learning for Online English Teaching in Class 11 MAN Tanjung Pinang conducted

the first research in this area. This study aims to develop a task-based syntax learning model for online English instruction to students in class XI Tanjung Pinang. The task-based learning model developed for online English instruction can aid teacher and students in the process of teaching and learning in an online environment. The task-based learning model's syntax was developed in this study based on the teacher perception and analysis of student needs. WhatsApp, Google Meet, and Google Form are considered suitable applications for online English instruction in grade 11 at MAN Tanjung Pinang. The following research was conducted by Ria (2010) this study aimed to create a listening task based on YouTube songs. This study involved students from MAN Yogyakarta's class X. She created tasks based on students' interests in order for them to learn English by listening to some songs on YouTube. He refers to the school SK/KD when developing the task. The findings indicated that students were engaged in the tasks developed and found it easier to comprehend what they were learning.

1.2 Identification of the Problem

The problem is teacher developing online reading tasks using online platforms. Online platforms are significant in the teaching process during the Covid-19 pandemic. These online tasks should contain engaging text, fun activities, and opportunities for students to use existing knowledge and skills. The development of tasks using online platforms at SMAS Laboratorium Undiksha Singaraja is still in the experimental stage using online platforms. Of the four existing language skills, the teacher focuses more on teaching reading because reading is a difficult language skill according to students. Because of these difficulties, it is easier for the teacher to determine the material and make assignments. The teacher said the use of online applications in developing assignments was very efficient and could be accessed by students at any time. Teacher use several online applications in teaching and developing assignments that focus on reading skills.

1.3   Limitation of study

Based on the background of the study, the researcher only focuses on how the teacher develops tasks using online platforms and integrates those tasks into online learning platforms.

1.4   Research Questions

1. How does the teacher develop online reading tasks?

2. How does the teacher integrate those tasks into online learning platforms?

1.5   Purposes of the Study

1. To describe how the English teacher' developed online reading tasks at SMAS Laboratorium Undiksha Singaraja

2. To describe how the English teacher integrate those tasks into online learning platforms

1.6   Significant of the Study

1.6.1 Theoretical Significant

The results of this study can be useful and informative for other researcher who conducting the relevant studies.

This research could provide theoretical benefits that will increase the knowledge of many teacher especially English teacher about developing tasks using online platforms.

1.6.2 Practical Significant

A. For teacher

This research is expected to help teacher find solutions for developed reading tasks using online platforms. In addition, the results of this study can be a good tool for teacher to evaluate and improve online learning activities, especially in learning English. In conclusion, teacher will get

input especially in developing reading tasks using online platforms and they can create innovative learning to make all students interested in learning English online.

B. For students

The result of the research is useful for students to get new knowledge on online reading tasks and using various applications in online learning.

C. For future researcher

This research is expected to be a reference for further research related to this research on the developed task by the teacher with online platforms in online learning for other researcher.