

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, problem identifications, limitation of study, research problem, research objectives, and research significance.

1.1 Research Background

Covid-19 is a disease which is caused by the virus called coronavirus; this virus appeared at the end of 2019 in China. The virus is spread through direct contact with infected person through coughing and sneezing (World Health Organization, 2020). The outbreak of Covid-19 resulted social distancing, physical distancing and work from home. It is aimed to stop or decrease the spread of the virus. However it made people could not do their activities normally. This gave many impacts in many sectors exceptionally for education sector (Taguchi, 2020). Teachers and students work and study from home since they are not allowed to attend the school as usual.

Started from March of 2020 the schools in Indonesia from elementary, junior high school, senior high school to University were closed for 2 weeks as first as the outbreak of Covid-19 was getting high and it was hoped to prevent the spread of the virus. However, the transmission of the virus was getting high. This rule of the government made teaching and learning process from face to face to online learning or distance learning. This case made schools and teachers force to make new alternative to engage students in learning process (Zayapragassarazan, 2020). New strategy which made students able to learn at home is needed.

Distance learning is the solution for current situation in which the students need to study at home as the result of Covid-19 impact and it is a line with the implementation of distance learning where all the learning process in the classroom carry out to online learning (Pasaribu & Dewi, 2021). The implementation of distance learning is totally different with traditional learning. Hermanto et al., (2021) state that studying from home during the COVID-19 pandemic can be categorized as a new learning strategy almost for all school in Indonesia. The differences from face-to face learning to distance learning can create challenges for students and teachers in teaching and learning process. As stated by Lee (2001), new learning technique and environment for students need adaptation for some possibilities challenges appears in teaching and learning process. There are a lot of things different from studying face to face in the classroom and studying at home. Not all students can adapt with this situation due to the differences condition of the students. In addition the teachers also need to find the right strategy to teach students through online. The most important thing is to make students learn by student-centered approach to attach students' engagement. Hence, it is because by studying at home, the teachers are not able to observe students one by one as studying in the class.

Adavbiele (2017) stated that the changes in education can led the teacher centered to students centered. The students will be more active in teaching and learning process. The students are expected to be more creative in looking for other sources and think critically in processing the information. Technology is really important to be able to adapt in this situation as it is support the distance learning. Computers, laptops, smartphones and internet are now used to support the learning process in distance learning. Hence, Indonesia government declared to use learning management system in online learning especially Google classroom (Octaberlina & Muslimin, 2020). Technology also help the

students to be more active in distance learning, as they are forced to be more active as the students' centered in this learning process.

Technologies can support the students in this era, however various problems appear in terms of cost of purchasing the data packages and the internet connection (Rasmitadila et al., 2020). Students have to deal with internet connection to be able to complete assignment or doing some tests. This becomes the challenges for students in learning implementation especially for learning English (Altay, 2019). Language learning needs some practices and needs to concentrate more in learning because there are four basic skills which need to be learned such as: listening skill, speaking skill, reading skill, and writing skill. (Yang, 2014) state that the challenges appeared for EFL learners in terms of training for students and lack of communication with the teacher. In addition, teacher as the main role in this situation must be able to control the instructional. The instructional includes media, method, time for learning, and psychology and social (Rasmitadila et al., 2020). The teacher has responsibility to transfer the learning process from face-to-face to distance learning which they never had before and still have to manage for the good achievement for the students.

The implementation of distance learning is a new thing in many schools in Indonesia. It is usually implemented in University as the age of the students is appropriate for distance learning. As well as at SMK Nusa Dua Toya Anyar Kubu, this school is located at Kubu, Karangasem Bali Indonesia. Based on the interview with a teacher and some students in this school, distance learning is never implemented before, even for blended learning. This school only integrated technology especially smartphone only for sources for learning. Thus distance learning is still new for teacher and students. Some students said that distance learning help them to keep studying at home without going to the classroom. However, it is still difficult for them to adapt in new method of learning.

The use of technology still new in this school, as the school is located in rural area the challenges appeared in teaching and learning process (Wajdi et al., 2020). Schools in rural areas experienced the challenges in term of limited access of technology in doing distance learning compare to the developed areas which are supported with development of technology, infrastructure, and facilities (Indrawati, Prihadi, & Siantoro, 2020). Supported by UNICEF (2020) the children in rural areas are mostly cannot be reached by distance learning. The students are still difficult to afford access to internet thus they prefer to turn off the camera when doing online classes, it made the students learn less in distance learning (Yuzulia, 2021) In addition, in rural area, some students were helping their parents in livelihood which caused the dropping children from school is high in this pandemic era.

Implementing new thing in education is difficult. Challenges and obstacles must be appeared in the process of learning with new environment and technique (Lee, 2001) As this school implemented distance learning at the first time and the students did not prepared for this learning strategy, thus they find challenges in implementing distance learning. Challenges experienced by the students in instructional, individual, and institutional appear in teaching and learning process (Musingafi et al., 2015). Investigating the students' and teachers' challenges in distance learning is needed to know the students' and teacher situation and in the future can adapt based on the students challenges or obstacles when implementing distance learning. In addition, solution also needed to make teaching and learning process more efficient.

1.2 Research Problem Identification

Based on the preliminary observation done by the researcher in SMK Nusa Dua Toya Anyar Kubu, it was found that this school implemented distance learning in learning English. The students and teacher found challenges in implemented technology during

teaching and learning process as they are not ready for the unexpected change of learning from face-to face to distance learning. As stated by Pasaribu & Dewi (2021) the distance learning effectiveness regards from the facilities and students' and teacher's preparedness. Thus, besides the technology challenges which is the facilities to support the learning process, the researchers want to investigate the other challenges in individual, instruction, and institution for the students and access, motivation and awareness, and evaluation challenges in teacher's teaching and learning process.

1.3 Research Scope

Based on the research identification, this study investigated the challenges faced by students and teacher in distance learning implementation. This study was limited to 11th grade students of SMK Nusa Dua Toya Anyar Kubu in academic year 2020/2021. In addition, this study only focuses on instructional, individual, and institutional variables in distance learning and access, motivation and awareness variables in teaching and learning process in distance learning.

1.4 Research Question

1. What are Grade 11 SMK Nusa Dua Toya Anyar Kubu, Karangasem students' and teacher's challenges in distance learning implementation in EFL context?
2. What are the proposed solutions of Grade 11 SMK Nusa Dua Toya Anyar Kubu, Karangasem students' and teacher's challenges in distance learning implementation in EFL context?

1.5 Research Objectives

1. General Objective

In general, this research investigated Grade 11 SMK Nusa Dua Toya Anyar Kubu, Karangasem students' and teacher's challenges in distance learning implementation in EFL context.

2. Specific Objective

- a. Investigating Grade 11 SMK Nusa Dua Toya Anyar Kubu, Karangasem students' and teacher's challenges in distance learning implementation in EFL context.
- b. Investigating the proposed solutions of Grade 11 SMK Nusa Dua Toya Anyar Kubu, Karangasem students' and teachers' challenges in distance learning implementation in EFL context .

1.6 Research Significance

Regarding the research background, research problem, and research objectives, here is the research significance in conducting the investigation of challenges distance learning.

1.6.1 Theoretical Significance

This research can enrich any literature concerning the students' and teacher's challenges in working distance learning on teaching English as a foreign language.

1.6.2 Practical Significance

a. For the Government

This study is expected to give information for the Government especially for Ministry of Education who has the rights to regulate the distance learning in order to considerate the challenges of students and teacher in the implementation of distance learning.

b. For Teachers

This research is expected to help the teachers to reflect their challenges in teaching and improve their teaching performance in conducting distance learning.

c. For Students

This research is expected to help EFL students to reflect, correct, and minimize the obstacles in conducting distance learning.

d. For Future Researchers

This research can be used theoretically and empirically for the further researcher who would like to conduct the research which relevant with this topic

