

CHAPTER 1

INTRODUCTION

This chapter presented Research Background, Identification of The Study, Research Question, Purpose of The Study, Limitation of The Study, and Significances of The Study

1.1. Research Background

Covid-19 is a problem that happened and has a huge influence for many people. According to Collinson et al (2015), The World Health Organization has advised individuals to stay at home to avoid contracting the virus, and this advice appears to have changed a lot of people's behavior. According to Biswas et al (2020), this virus corona also affected to many fields including the educational fields. So WHO (World Health Organization) then make an initiative to recommend educational institution to close many schools in almost all countries in the world (Biswas et al., 2020). The closing of educational institution like that aimed to reduce the spread of the corona virus (Biswas et al., 2020). However, the decision to close schools also has the effect for the learner. According to Biswas et al (2020), corona virus can interfere the effectiveness of learning. As the result, the quality of students in learning has decreased slightly (Biswas et al., 2020). Moreover, Zhang & Berry (2015) in addition, they added that the only way to improve learning quality is for students to continue to learn even in the face of a pandemic. According to them, Because it's nearly difficult to ask students to come to school and learn face-to-face, online learning is the most effective way to keep them learning (Zhang & Berry, 2015).

According to (Tadesse & Muluye, 2020) the activities called schools have stopped suddenly due to the disruption of Covid-19. What is the impact of COVID-19 on the learning

process at school? The Ministry of Education under the leadership of Minister Nadiem Makarim, echoes the spirit of increasing productivity for students to increase job opportunities when they graduate from a school. However, with the emergence of the Covid-19 pandemic, the Indonesian educational system must chart a course that will assist schools in an emergency (Tadesse & Muluye, 2020). Schools must become accustomed to using online media. According to Abidah et al (2020) the first effect is that no learning takes place in the classroom. This is done to comply with the government's large-scale social restrictions (PSBB in Indonesia) legislation aimed at preventing the spread of the Corona virus. Despite this, learning continues to take place online. This circumstance necessitates adaptation on the part of both students and teachers or lecturers. According to Abidah et al (2020) the second effect is a lack of resources. Not all students have access to adequate resources such as gadgets, internet access, or even electricity. Furthermore, students who live in rural locations have a difficult time obtaining online learning support. According to Abidah et al (2020) the third effect is that the learning process appears to be more difficult. Some parents believe that distant learning is more than just handing out homework. It would be preferable if the material delivery sessions were also extended, so that students could truly feel like they were learning rather than simply being given homework. According to Abidah et al (2020) an elevated chance of injury is the fourth effect. The rising number of students studying and socializing online can increase the danger of harm. Especially for students in elementary school (Elementary School and Junior High School). Cyber bullying and harmful content shared on the internet that has the potential to harm children are two examples of these dangers. So, there were so many consequences on the education system in Indonesia during the pandemic that led education in Indonesia to somewhat drop.

The school system in Indonesia has been transformed to Online Learning because to the significant prevalence of COVID-19 in the country. In Indonesia, online learning, particularly English online learning requires a great deal of assistance. Many teachers struggle with teaching English online. According to Diana (2020) the first obstacle is a lack of internet connection. For example, if a poor connection is utilized to teach speech via zoom, the learning will be disrupted. According to Diana (2020) the second obstacle is students' low participation. For example, when the teacher delivers homework many students pay less attention to the assignments and forget about them. When a teacher uses zoom to teach reading skills, many students do not participate in reading the text; instead, they merely listen to the teacher read. Back again to the first obstacle that makes students less participating. According to Diana (2020) the third obstacle is the difficulty in creating creative materials. Teachers are encouraged to use their imaginations while creating materials or projects for their students. Teachers are also urged to use a wider range of platforms when instructing. Teachers can utilize a variety of platforms to help students study English online learning. According to Fitria (2020) there are many examples of online learning or online system learning form based on LMS, and they are Google Classroom, Moodle, Edmodo, Schoology, Ed Link, or video conference online such as Zoom, Skype, Google Hangouts Meet, and Self Platform, etc. An English teacher must be able to teach English and be able to optimize the teaching-learning process (Fitria, 2020).

Google Classroom is one of the most popular online learning platforms used by teachers. According to Englishtina (2018) Google Classroom is a Google product designed for academic use as part of a blended learning platform. English teachers can build a virtual class that can perform the same tasks as a traditional class while saving time, money, and space. English teachers can utilize Google Classroom to teach writing and listening. According to Salam (2020)

the used of Google Classroom is more effective if the teacher teach writing and listening. Google Classroom is frequently utilized since it is simple to use and free to use. English teachers can utilize Google Classroom to help students learn English. Teachers can freely distribute scientific assessments and provide an independent assessment for students in Google Classroom (Okmawati, 2011). The teacher can submit teaching materials, assign students tasks, and upload the students' grades so that they can see their course grades right away. Google Classroom also cuts down on costs by allowing students to utilize more economical stationery and other supplies, as well as reducing time-released energy (Okmawati, 2011). According to Salam (2020) the used of Google Classroom is more effective if the teacher teach writing and listening. When it comes to listening, the teacher can use Google Classroom to provide content in the form of videos, which students will watch and then answer questions about. When students are learning to write, the teacher will have them create a tale and publish it to Google Classroom.

Besides Google Classroom, Zoom is one of the most popular online learning platforms used by teachers too. There are many activities that an English teacher can do while in a Zoom meeting. This platform is very useful to bring together many students to conduct meetings, study, seminars, and discuss boldly or online system According to Hazairin (2020) with secure video communication services for hybrid classrooms, office hours, administrative meetings, and more, Zoom for Education helps schools and institutions address educator problems and improve student outcomes. When Zoom is used in conjunction with the appropriate equipment and instruction, students will get higher results (Hazairin, 2020). Using zoom is more effective if the teacher does learning about speaking and reading. According to Laili (2020) the researcher discovered that adopting Zoom for online learning for nursing students makes the learning process more participatory, satisfying, and enjoyable. According to the findings of the study,

zoom can be used as an alternate online learning medium for teaching English to nursing students in the midst of the Covid-19 pandemic. It can assist in the substitution of face-to-face learning processes with learning from home or work from home activities, allowing it to run as efficiently as possible in light of the present pandemic situation.

In using the platform, teachers are encouraged to be more creative in making materials and tasks. In developing tasks for English online learning the teacher should make creative tasks using online learning platforms. According to Basal (2009) the teachers will unavoidably have to apply and adapt to online learning classes in order to continue teaching and studying English curriculum from listening, speaking, reading, and writing. The English teachers must come up with good ideas for creative projects so that students do not become bored fast. The teachers can create a video of the material in which they explains the material themselves. Alternatively, the teacher can give content through Zoom meetings. PPT can be used by the teacher to explain the material. The teacher can then assign tasks depending on the topic using Google.

The researcher found that students who used Google classroom felt excited in online learning (Sukmawati & Nensia, 2019). This application is really simple to use. It can be located via a computer, laptop, notebook, or smartphone. Furthermore, because the teacher allots time for students to submit their assignments, they can concentrate on their studies. Students can see the tasks instructions, which include the topic and deadline for the task. If students are late with their submissions, a notification will be sent to the lecturer's account. Students can submit assignments from anywhere using their smartphones. Word, audio, video, and other formats were used. Their understanding of online learning is expanding. Information is obtained more quickly by students. Google Classroom has shown to be an effective tool for learning English.

Teachers are encouraged to be more creative when creating projects because Indonesia's education system has evolved into an online learning system that utilizes a variety of existing platforms. English teachers can create materials in the form of movies while creating materials (in the video they themselves deliver the material and the example of the material like conversation). The teacher explains the concept and provides numerous examples throughout the video. Then, as a youtube link, submit the video to Google Classroom. Following the presentation of the information, the English teachers can use the Google form to administer a quiz on the prior topic. English teachers can also use Zoom meetings to share material in the form of PPTs, photos, audio, and other media. The teacher then assigns material-related activities using Google Classroom. In most cases, the task results in a video conversation. One of the schools in Buleleng, SMA Negeri 4 Singaraja, has several teachers who are very creative in developing Online Writing Tasks and also creative in integrated Online Writing Tasks into online learning platforms.

At first the researcher came to SMA Negeri 4 Singaraja to do a pre-interview to find out the phenomena that existed at the school. Researcher has conducted several pre-interviews with several English teachers in SMA Negeri 4 Singaraja. After that, the researcher found a unique phenomenon from one of the English teachers at the school. This unique phenomenon is that the teacher is very creative in developing Online Writing Tasks and creative in using online learning platforms. Then the teacher integrated the Online Writing Task into the available online learning platforms. But now at SMA Negeri 4 Singaraja, offline learning has begun. This offline learning only focuses on theory that delivered by the teacher. However, for giving the tasks and collection of tasks is still in online way due to insufficient time.

Many studies about development of online task have been conducted by many researchers. For the first study with title “ELT Teachers as Online Material Developers” was conducted by Ahmed Basal (2009). The study discusses about how ELT teacher develop their material for students. The second study with title “The Design and Development of Online Course Materials: Some Features and Recommendations” was conducted by Liliana Cuesta (2009). The study discusses about design and development online materials. The difference between studies above and this research is in the developed sector. Ahmed Basal was conducted research about the development of Online Materials for ELT and Liliana Cuesta was conducted research about design and develop the online materials. The different with this study is this study show the about development of Online Writing Tasks and integrate those tasks into online learning platforms.

1.2. Identification of the Study

So from the background above, it can be concluded that the identification of the problem is as follows.

1. The development of Online Writing Tasks.
2. The use of online learning platforms to integrate these Online Writing Tasks.

1.3. Research Question

Based on the problem statement explained in the research background, the research questions of this study are:

1. How does the teacher develop Online Writing Task?

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

1.4. Purpose of the Study

Based on the research questions mentioned above, the purpose of this study are:

1. To find out development of Online Writing Tasks.
2. To find out how the teacher integrate those tasks into online learning platforms.

1.5. Limitation of the Study

This study was designed as a descriptive qualitative study. The discussion of this study only focuses on development of Online Writing Tasks by the teacher and integrated those tasks into online learning platforms.

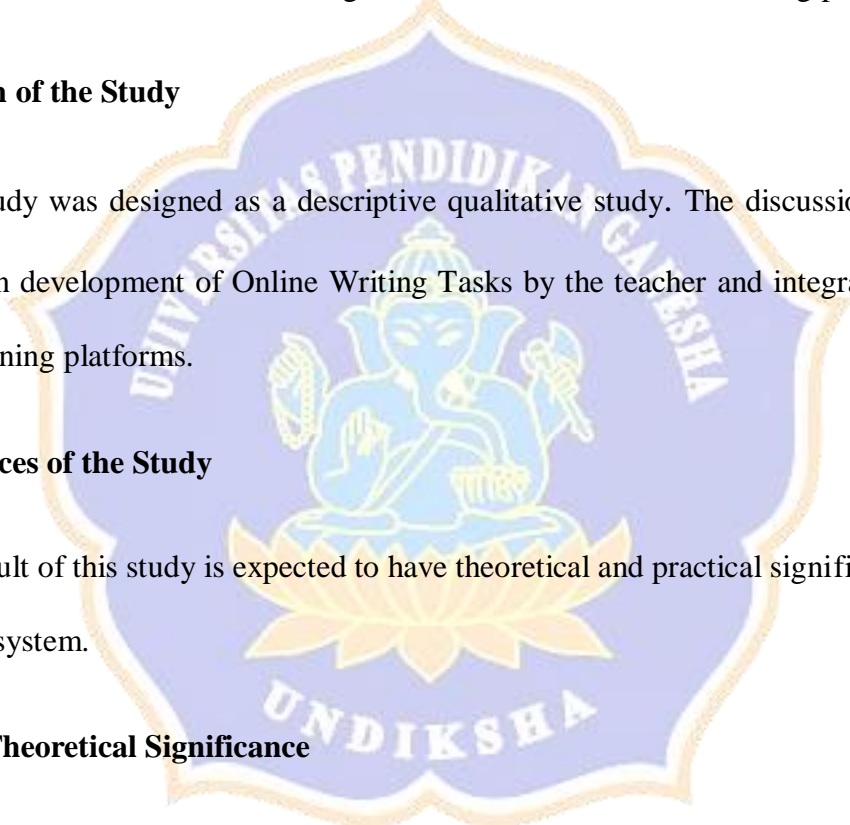
1.6. Significances of the Study

The result of this study is expected to have theoretical and practical significances related to educational system.

1.6.1. Theoretical Significance

For the theoretical significance, the result of this study is expected to support, contribute, and give theoretical evidence of the exiting research finding in the study, especially in educational system of developing online tasks for English online learning and integrate those tasks into online learning platforms.

1.6.2. Practical Significance



1.6.2.1. For English Language Education

This research is beneficial to the English Language Education Department at Undiksha, both for lecturers and students who teach and learn about education. This study is supposed to provide extra knowledge to the instructor so that he or she can do further research in the same subject. This research is expected to be able to lead into a variety of topic for proposal and can provide the students with new interesting topic of research.

1.6.2.2. For the Researchers

The findings of this study can be used as a guide for other researchers who desire to undertake similar research. This study will benefit researchers who are interested in creating online projects. Because the focus of this study is solely on how the teacher integrates the prepared assignments into the platforms chosen.

1.6.2.3. For the Indonesian Government

The government can utilize the findings of this study as an authentic file or document describing how teachers are generating Online Writing Task utilizing the platforms they have chosen. This study will be beneficial to the educational system. It will provide additional expertise to teachers who are having difficulty creating English online projects.