CHAPTER I

INTRODUCTION

1.1 Research Background

At the end of 2019 and early 2020, the world underwent major changes. The emergence of the Corona virus has greatly changed many aspects of human life such as industry, economy and even education (Onyema, 2020). Education in this era in many countries such as Indonesia has undergone changes, especially the teaching and learning process. Teaching and learning that is usually carried out in schools has now turned into online-based teaching and learning. Teachers and students no longer come to school to carry out the learning process, but they do it at home with the help of platforms that support the process (Altunay, 2019). Communication between students and teachers involves email, telephone, web and learning management systems that support the teaching and learning process.

However, during the implementation of online teaching, there are several obstacles faced by teachers because of that the implementation of online teaching is not optimal. The difficulties faced by teachers is how to operate and combine technology into teaching practice (Choate et al., 2021). Other difficulties were to design appropriate learning strategies and how to create effective learning (Hodges et al., 2020). In online learning, a teacher is needed who is able to design innovative and creative learning because of that student are motivated to learn (Sabaniah et al., 2021). There are many negative impacts such as stress and learning anxiety experienced by students when online learning is carried out in a boring way.

The results of the previous studies also revealed that the teachers faced difficulties in implementing the online teaching process. This difficulty starts from how to design learning and conduct learning assessment (Surayya & Asrobi, 2020). This difficulty arises because teachers do not have the knowledge and experience in teaching online (Rasmitadila et al., 2020). Besides that, teachers faced technical difficulties such as internet connection (Mofareh, 2019). Study conducted by Guzacheva (2020) found that the difficulties of conducting e-learning is preparing the teaching activity and the availability of technological support. Kebritchi et al., (2017) also support that the success of online teaching was influenced by the readiness of both human resources and technological support. Thus, it can be said that online teaching implementation is influenced by the readiness of teachers in giving online instruction supported with appropriate technology.

An observation conducted in one school in Banjarangkan found that teachers still lack the skill to teach online. Even though they have received online teaching training, they feel that the training is less extensive. They also feel that what they get during the training is not all in accordance with what is happening in the field. This difficulty of course will affect the success of online teaching. Teaching that is not designed carefully will have an effect on students' learning outcomes. The teachers express that they feel tired in online learning and get stressed. There was one teacher attempted to commit a suicide because he was very depressed with the demands and high works of online learning.

Looking at the explanation above, it is important to conduct a study related to the implementation of online teaching and the difficulties faced by English

teachers in SMPN 1 Banjarangkan. SMPN 1 Banjarangkan is one of the favorite schools in Klungkung. The school often has the opportunity to pilot educational programs. The current study aims to analyze the implementation of online teaching and difficulties face by teachers in teaching English online during the Covid-19 pandemic.

1.2 Problem Identification

During the online learning process, many teachers have difficulties in teaching online. The various difficulties faced by teachers both technically and non-technically. This difficulty is faced by teachers because of the lack of intensive training. The problems faced by teachers need to be investigated more deeply so that in the future it is hoped that there are solutions to overcome the problems faced by teachers.

1.3 Research Questions

1. How do English teachers at SMP N 1 Banjarangkan implement online teaching?

2. What are the instructional and technical difficulties faced by English teachers in online teaching during covid-19 pandemic at SMP N 1 Banjarangkan?

1.4 Research Objectives

1. To identify the teaching implementation in an online situation at SMP N 1 Banjarangkan.

2. To analyze the instructional and technical difficulties of online teaching during covid-19 pandemic at SMP N 1 Banjarangkan.

1.5 Research Significance

1. Theoretical significance:

Theoretical significance of the study is to give information or data related with the implementation of online teaching and difficulties in teaching English online during covid-19 pandemic, coping with the difficulties.

2. Practical significance:

1) EFL teachers would be able to cope with the difficulties in teaching English online during covid-19 pandemic.

2) Future researchers would be able to make use as a reference in designing similar studies with deeper analysis.

1.6 Research Scope

The present study focuses on identifying the English teaching online implementation and instructional and technical difficulties faced by teachers during covid-19 pandemic.