CHAPTER I

INTRODUCTION

This chapter contains the background of the study, problem identification, the scope of the study, the research questions, and the present study's aim.

Research Background

The activities of humans are changing drastically because of Covid-19. According to Wiersinga and Prescott (2020), Covid-19 has cold symptoms but is more severe and has different symptoms in each person infected with Covid-19. Furthermore, the activities are suspended to minimize the spreading of the virus, and the government chooses to make the people work from home and stay until the world gets healed. It makes the education systems also change. According to Mishra et al. (2020), as the pandemic began, the learning institution from kindergarten until college was off to minimize the spreading of the virus. Therefore, the education system is changing into remote learning when it usually occurs in the classroom through face-to-face learning.

The government agreed that teachers and students must use distance-learning or remote learning because of the Covid-19 pandemic. Considering the pandemic, In 2020, the Ministry of Education and Culture Republic of Indonesia released a circular letter (Surat Edaran Kemendikbud No.4 the Year 2020) about the implementation of education policy in emergency times about the spread of

coronavirus. The educational activities use remote and online learning to help reduce the spread of Covid-19.

According to Hash (2021), emergency remote learning is a model of learning that makes learners study from outside the classroom in the school. What makes them different from traditional learning, even though sometimes formal learning, is the existence of students and teachers. They teach and study through devices or by meeting in other places outside the class. They are not meeting formally in-room class category. It means the students and teacher conduct the learning process outside the class. The interaction also sometimes happens simultaneously, or it might not have interaction.

Furthermore, there is no formal learning instruction in class with students due to the pandemic. It changed to emergency remote learning. Every teacher plans different strategies to conduct the learning instruction to ensure the students get knowledge even though the system changed because of the Covid-19 pandemic.

Before the pandemic, the school used traditional or formal education rather than remote or online learning. For some reason, some institutions use remote learning, such as Open University, but still, it is rare for formal institutions such as middle school and senior school. Overall, teachers and students get used to remote learning for higher education. However, teachers and students are still unfamiliar with the learning system (Kusmaryono et al., 2021). It led to some consequences; one of the consequences is that both teachers and students were surprised about maintaining the effectiveness of the learning process (Nugroho et al., 2020).

Due to Covid-19, distance learning has become an unexpected challenge for teachers (Nabilah, 2020). The teacher found difficulties because they usually used

a formal interaction system in the classroom to teach students. Before Covid-19 occurred, the teacher could monitor the students simultaneously since they met them in class, but since Covid-19 happened, they had to adjust themselves to teaching from a distance. Due to this reason, it assumes both teachers and students have several obstacles. The obstacle to emergency remote teaching is the communication that the teacher could not communicate well during the learning process (Misirli & Ergulec, 2021).

According to Alawamleh et al. (2020), communication is a way to transfer information from one to another. Communication is all about exchanging information, and the speaker and listener try to understand each other. In education, communication between teachers and students is essential because it builds their connection. After all, contact usually occurs when a person meets another. If communication were not in the relationship between teacher and students, the learning process would not be working well. Today, communication becomes more complicated because people talk using technology due to this pandemic. It might get involved if other problems appeared, such as signal, data, and computer problems. It supports teachers who have not experienced enough to build communication online since online learning started in 2020.

Along with the students, the teacher is the main character to controls the learning process. It is good news if the experienced teacher uses digital and traditional materials or platforms to teach. In other words, teachers must experience many factors such as communication, technology, teaching strategy, etc. As technology develops innovatively, many people struggle and leave behind due to the inability to use the technology. It is the same with some teachers who cannot

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catch up the technology these days. These days, digital literacy is a general term. Digital literacy is known as the capability to use digital information and knowledge.

In conclusion, digital literacy means using digital technologies, analyzing the information, and transferring the data so that the knowledge can be helpful for society (Çam & Kiyici, 2017). For teachers, digital literacy got experienced back then during college, but not all generations can learn about digital literacy. Therefore, there are many cases where teachers cannot conduct the learning process effectively during the Covid-19 pandemic.

Some teachers showed the struggle of using technology and the readiness of time management and preparation to conduct the learning. Much research showed teachers' work in teaching during distance learning. Some researchers conducted some research. Those are all about teachers' perceptions during distance learning and online learning. A study conducted by Orhan & Beyhan (2020) investigated EFL teacher perception and teaching experiences using distance education during the Covid-19 outbreak. The result showed that few teachers showed that distance learning or remote learning is only a supporter of education and cannot be categorized as the formal education system. The teacher also felt a lack of technology handling because they had no experience teaching technology in distance learning or remote learning. Teachers also felt that distance learning was not reaching their expectations to help students and traditional learning. From the teacher's perspective, it is tough for them to conduct remote learning since there are many elements that they cannot achieve through distance learning.

Furthermore, one of the generations affected explicitly by Covid-19 is the baby boomers. Baby-boomer is a term in America for people born from 1946 until

1964 (Lim & Lemanski, 2020). The baby boomer generation was born when essential information and technology came from the telephone and television, unlike other generations where the internet is fundamental knowledge and technology came from the internet (Venter, 2017). This reason makes the differences between baby boomers and different generations where they have their inside way of delivering meaning to other generations. In addition, baby boomers usually communicate face-to-face (Venter, 2017). The fact that baby boomer teachers are not familiar with technology makes the learning process more challenging at the same time. Therefore, it creates a communication gap among baby boomer teachers because of their unfamiliarity with technology to teach during the covid-19 outbreak.

Furthermore, there is a situation when teachers cannot run the teaching due to the system changing into emergency remote learning (Puspitasari et al., 2021). The baby boomer teachers also found teaching challenging when they lacked experience and readiness to teach during this situation. It makes it essential to explore how baby boomer teacher copes with their teaching and learning when the teacher, who is younger generation than baby boomer teacher, is still struggling to run emergency remote teaching. The case is important since the characteristics of baby boomers are the most unfamiliar generation with the use of technology.

Based on the preliminary interview and observation of baby boomer English teacher implementation and perception of emergency remote teaching. The teacher agreed that she is still a beginner at learning about technology. Usually, she uses Google Classroom and Google Forms to conduct the learning process. She also used teaching videos on the internet rather than creating them independently. Sometimes,

she asks someone to help her work the teaching and learning process. The teacher uses the 2013 curriculum since the learning process uses emergency remote teaching. Based on this preliminary interview, the researcher found a case about English baby boomer teachers' perception in emergency remote teaching during the Covid-19 outbreak.

The research described the implementation and perception of baby boomer teachers in emergency remote learning in one public school in Klungkung regency. The setting was chosen because an English baby Boomer teacher is willing to be a subject for this research. The study showed that the baby boomer teacher faced challenges when implementing emergency remote teaching. Furthermore, this research investigated baby boomer English teacher implementation and perception of emergency remote teaching during the Covid-19 outbreak.

Problem Identification

Based on the research background, baby boomer teachers faced difficulties during the implementation of emergency remote teachers due to their fear of using technology and communication skills (Ahmed & Qasem, 2019). Theoretically, baby boomer English teachers might not be familiar with using technology since they are not prepared to learn using it due to the lack of motivation to use it in class (Mahdum et al., 2019). Technology is a good tool for education; however, baby boomer English teacher might not have the same mindset, so they may be a little awkward using technology as a tool for teaching. Besides technology, the teacher might not know how to communicate with students these days because of the age differences.

Empirically, during the preliminary interview, the researcher found out that baby boomer English teacher use monotonous learning media and learning strategies because of their limited literacy in using technology. The teacher seldom created videos for the lesson because it was hard for her, and it made the teacher find a solution on the internet rather than develop on her own. The age problem in managing the class and the lesson learning was another problem in conducting emergency remote teaching. Therefore, the research was essential to gather information about baby boomer teachers' strategies and perceptions in emergency remote teaching.

Research Scope

The present research is focused only on researching teacher implementation and perception in teaching English using emergency remote teaching during distance learning in the Covid-19 pandemic in one of the public schools. The teacher age range is around 57-60 years old as the criteria for baby boomer teacher. The researcher uses this age range because the teacher usually has limited information about technology and lacks experience in distance learning.

Research Questions

In this study, the researcher tries to analyze the implementation and perception of baby boomer who teaches English using emergency remote teaching during the Covid-19 outbreak. The research questions will formulate by the followings questions:

1. How did baby boomer English teacher implement emergency remote teaching during the Covid-19 outbreak?

2. What are the baby boomer teacher's perceptions of an emergency remote teaching in English?

Research Objectives

According to the research questions, it can formulate that the objectives of the study are:

1. To describe baby boomer teacher procedures of implementing emergency remote teaching in teaching English during the Covid-19 outbreak.

2. To analyze the teaching procedure of baby boomer teachers implementing emergency remote teaching in teaching English during the Covid-19 outbreak and to describe the perception of baby boomer teachers implementing emergency remote teaching in teaching English during the pandemic.

Significance of the Study

This research is conducted to obtain both theoretical and practical positive impacts.

1. The present research's theoretical significance is to explore baby boomer English teaching experience teaching English using remote teaching during the Covid-19 pandemic.

2. The practical significance of the present research is impactful for the development of Ganesha University of Education, the school, and future researchers.

1) Ganesha University of Education

The research was to be expected to make better improvements and have a positive impact on the development of students' work

2) School

   a) The research was expected to help teacher development to teach using emergency remote teaching.

   b) The research is expecting to acquire solutions for a teacher, especially the baby boomers generation, to minimalize the challenges

   c) The research was expected to help academic staff better treat teachers who are still not experienced enough to use remote teaching in implementing distance learning.

3) Future Researchers

   The research was expected to help future help researchers develop learning strategies in the teaching process during the Covid-19 outbreak.