

CHAPTER 1

INTRODUCTION

1.1 Research Background

Nowadays, the covid-19 pandemic has changed various life climates. Due to this pandemic, all people tend to do their activities from home virtually. People have to adjust with this new normal, even though it tends to be so challenging. Enormous online platforms further appear to assist society in accustoming the situation. Especially in education, online platforms have existed to help teachers and students keep conducting learning activities without direct face-to-face conditions at school. Medford (2004) defines online learning as technology such as the Internet, email, group and new text, sound, and video conferencing; conveyed over PC organizations to give training. Web based learning can assist understudies with learning at their own speed conveniently

Online education requires a lot of resources and careful planning. Therefore, teachers are required to be even wiser in choosing an online platform that they will use to teach their students. The teacher must also understand all the obstacles experienced by their students and provide solutions if their students face an obstacle. The teacher's assignment during online learning also ensures that students have understood the material presented by the teacher. It requires patience from the teacher because each student is different from one other.

There are many online applications such as WhatsApp, Zoom, Google Meet, Google Classroom, Schoology, etc. These online applications are a substitute for face-to-face meetings. Based on the preliminary study that conducted by the researcher, online learning has helped find material other than lecturers or books. Moreover, it is interesting because people can get new experiences besides face to face learning. According to Chun (2015), most students feel satisfied with their online experience because they feel the engagement of technology in learning provides them new learning vibe. However, Chun (2015) also states that it lacks social relationships, decreasing the participants' interaction. It has an impact on their

desire to seek help from fellow students. Also, it causes a weak sense of connection in the learning community.

On the teachers' side, the problems during online learning are the absence of information about computers and the internet (Hendrastomo, 2008). The knowledge about computers is also knowing and understanding the software or word processing and expected to learn more about various computer applications. The next problem is concerning aspects of the internet network. At this time, activities carried out online are in great demand. This is important in which an advanced technological developments cause many people prefer all activities done online, even the online learning. Online activities and online learning are taking place due to the spread of the Corona virus, where the virus can spread rapidly among the crowd. Therefore, the government instructed society to reduce large-scale community activities outside and released the school from home or online learning policy.

Therefore, based on the issue above, it can be concluded that online learning occurs as Covid-19 pandemic resolution in educational term. The pandemic forces both students and teachers to run school activities by online. During this situation, direct-learning is stopped and people cannot go anywhere much as before, then online learning existence further is inevitable during this pandemic. However, as a disclaimer, online learning does not only occur in a pandemic situation. Even though online learning has appeared rapidly during the pandemic, but the fact is online education will continue to develop even this pandemic never occurs. Hence, this study does not focus on a pandemic situation but rather on online learning in general. Mircea & Associate (2018) claim that at this time, online education is needed to educate the younger generation, and it becomes an essential tool for disseminating knowledge and information. The role of online learning in the future is that students can quickly attend courses from all over the world in a flexible way and employees work and study globally in multinational companies. This is why online learning is still being done although it is out of the pandemic case that happen today, and it is hoped that online education will be much better in the future.

Coming back to the discussion of online education platforms, there are so many online platforms that could be used in online learning, however, the suitable online platform is chosen based on each place's conditions. Behind that preference, of course, there are different forms of implementation and also problems. Online platforms increasingly play essential roles in the teaching and learning process. Oktavian & Aldya (2020) propose that online learning has become popular because of its potential to provide more flexible access and content. Some of these aspects show that teachers can be more adaptive in delivering online learning because of the flexibility. Moreover, students are willing to accept innovation because online learning is a new form of learning. In the transition process, students tend to choose a combination of learning with online learning.

Luo (2011) mentions some advances in using online platform technology, such as it has brought about significant changes in our education system. Abidah, Hidaayatullaah, Simamora, Fehabutar, & Mutakinati (2020) inform some excellent features that students and teachers can access through online platforms include Learning Resources, Digital Classes, Virtual Laboratories, and Question Banks. Moreover, the MOEC or Ministry of Education and Culture has partnered with seven online learning platforms: Smart Class, Ruangguru, Sekolahmu, Zenius, Quipper, Google Indonesia, and Microsoft. Each forum will provide facilities that are publicly accessible and free.

The research about preferences, implementation and the problems of using online platforms becomes more interesting to bring up. It provides concept of online learning itself, including the media used. Investigating this topic can be done anywhere, especially in the school that applied online learning since long ago, SMA N 1 Seririt is one of them. SMA N 1 Seririt is located in Buleleng Regency, Seririt District, very famous in Kuta and its surroundings. This senior high school is renowned for the achievements of its students. This school seems to be an ideal research setting because of 2 primary purposive reasons, namely: 1) SMA N 1 Seririt is provided with good internet facility. The teachers also already conducted online learning using online platforms, such as Zoom, Google Meet, Whatsapp Group, and Google Classroom before the school from home policy was announced.

So that both teachers and students already get used to online learning; and 2) geographically, the other setting is convenient within the researcher's condition.

This research aims to determine preferences, implementation, and problems during the teaching and learning process on online platforms in SMAN 1 Seririt. This research is urgent to be conducted because it is found that during the school from home policy, the learning process tend to run monotonously. Even though the teachers already got used to conduct online learning, but most of them just share the materials without trying to make students more enjoy the online class. Studying from home make students less motivated cause they could not ask teachers as much as they want in the offline class. Students also could not discuss and play with their friends. From this condition, online platforms with many attractive features could be an appropriate solution to catch students' attention and make them to be more enthusiastic in joining online learning. Yelland (2005) finds that advanced media-based exercises in the learning up setting could draw in understudies in cooperative getting the hang of, thinking, and critical thinking. Therefore, the researcher wants to know how teachers teach online to their students. Further findings can be done as an evaluation for the schools, investigated teachers, and other parties that have similar interest regarding the topic being discussed. Moreover, the researcher is confident that research on online learning will continue in the future and become increasingly sophisticated. The findings of this research are expected to be used as a pioneer for further investigations. Researchers will conduct direct research with teachers who teach using these online platforms.

In line with Sun & Chen (2016), this research is related to the sense of qualitative research. This research will review online teaching and learning, focusing on preferences, implementation and the problems of using online platforms. The purpose of this study is also to suggest those planning to develop online learning to make informed decisions in the implementation process. Some studies related to preferences, implementation and the problems of using online platforms have also been done by Hamid, Sentryo, & Hasan, (2020) and Kenski & Santos, (2019). Though, this research different from the setting and also participants. In accordance with the other researchers who have done similar things,

it reassures that the topic being discussed in this research focus on preferences, implementation and the problems of using online platforms.

1. 2 Research Problems

In the pandemic situation, all school are conducted from home. This sometimes makes it difficult and challenging to live it because people are accustomed to meeting face to face while also have to study at home to reduce the spread of this Corona virus. Teachers and students are not getting used to the school from home policy yet. Thus, sometimes the online learning feels monotonous that students easily bored. Students rarely have motivation in joining online class in which they also could not meet their friends and play together with them. The solution to this problem is to use online platforms to do this work from home. The implementation of online platforms as a medium for teaching and learning has been implemented in one of senior high school in Bali, which is SMA N 1 Seririt, so that the teaching and learning process there run more effective and fun. Gillett-Swan (2017) argues that there are still several opportunities to reduce student barriers to participation even with different facilitator trust and technology competence levels.

Thus, based on the background, the researchers tried to conduct a study at SMA N 1 Seririt to find out preferences, implementation, and the problems in using online teaching platforms in SMA N 1 Seririt.

1. 3 Research Limitation

The proposed study is limited to finding preferences, implementation and the problems of using online platforms. The researcher only focus on explaining the results of interviews with teachers of SMA N 1 Seririt and investigating whether teachers experience any influences and constraints online platforms at SMA N 1 Seririt using in the academic year 2020/2021.

1.4 Research Questions

The research questions of this study are formulated as follow:

1. What platforms do the English teachers in SMA N 1 Seririt prefer to use in teaching English online?
2. How do EFL teachers in SMA N 1 Seririt implement the teaching-learning process with the medium of preferred online teaching platforms?
3. What problems are encountered by EFL teachers in SMA N 1 Seririt in online teaching?

1.5 Research Objectives

The research further has goals to figure out some points, namely:

1. To figure out the preferences of online teaching platforms used by EFL teachers in SMA N 1 Seririt.
2. To investigate the implementation of the teaching-learning process with the medium of preferred online teaching platforms showed by EFL teachers in SMA N 1 Seririt.
3. To describe the encountered problems faced by EFL teachers in SMA N 1 Seririt in online teaching.

1.6 Research Significances

1. Theoretical Significance

In research will contribute the theories of online teaching and how it is implemented in the EFL context at the senior high school level. The final discussions of this research are expected to be one of the references around online teaching at the Senior High School Level.

2. Practical Significances

- a. For teachers

This study is expected to help the teachers reflect their online teaching processes in SMA N 1 Seririt.

b. For researcher

This study to be a reference to help the other researchers in doing research which is related to educational technology and its problem.

