

CHAPTER I

INTRODUCTION

1.1 Research Background

The world has been faced a Covid-19 outbreak since at the beginning of 2020 which impacted several vital life fields for instance education. Based on Ramadani and Xhaferi (2020) In this outbreak context, the teaching process was impacted in a variety of ways, and it became one of the most significant things to consider when building an educational system as it transitioned from traditional learning to online learning. Due to the outbreak, traditional teaching or commonly called face-to-face teaching was moved to remote teaching that fully used technology in its implementation. Remote teaching was either stated as distance teaching, the teacher has to teach the students in distance without regular classroom meetings. According to Zou et al (2021), most countries have implemented policies and provided funding to improve online teaching from school to university levels. As substitutes conventional teaching, various online platforms, and technological tools have available to provide remote teaching in advance.

Every country has received different impacts depending on the readiness of the country facing this outbreak and may have different ending for it (Lee, 2020) as cited in (Herliandry et al., 2020). China, where the first case was found in December 2019, has reported rapid increase of cases first 3 months. Therefore, remote teaching was applied immediately by the government of China in avoiding the spread of Covid-19 then this would be a temporary change for traditional teaching in delivering the material (Gao and Zhang, 2020). In Indonesia, Covid-19 first

found in the early march 2020. According to (Susilo et al., 2020), the first case of Covid-19 in Indonesia has officially reported on 2nd of March 2020 with two suspected positive which has been done a flight before from affected country. After the first case was reported by the government, the development of this virus has infected more people and increase the mortality rate up to 8.9%, the highest in Southeast Asia (Susilo et al., 2020). That makes some sectors has got significant impact, one of the most affected is education.

Before the outbreak, Indonesia applied offline system or commonly called as face-to-face for teaching and learning process which is most of the meeting will be conduct in the classroom. All school level, from kindergarten until university, has been done this system for so long. When this outbreak is already spread to the whole world, Indonesia and other country need to do some adaptation in managing their education service. This Covid-19 has forced the authority to set and try the new system that accommodate student and teacher in distance learning which never been implement it before (Sun et al., 2020). This distance learning can be a solution but in the other side it is rather challenging because of the basic obstacle such as the large area of this country, unstable and uneven internet connection, and different zone of time (Kusuma & Hamidah, 2020). The moving from traditional classroom to this distance learning is require good cooperation and hard work from every element in realizing it successfully then. The elements consisting of student, teacher and parent especially for teacher should be adapted quickly to continue the run of teaching and learning process which was stopped in the beginning of this pandemic. Indirectly, this outbreak has brought the education sector into the new era of remote

teaching and learning that can guide the generation develop more (Goldschmidt & Msn, 2020).

Remote teaching is the way to teach through the connection in delivering the knowledge using media or platform (Basilaia & Kvavadze, 2020). It must be easy to conduct this remote teaching referring to the development of technology that leads some important aspect such as connection, software and hardware are mass-produced by technology factory. In the massive development and production of technological tools in this industrial revolution 4.0, the remote teaching can be done effectively to solve the problem of lateness in delivering material to students due to the change of classroom meetings during this outbreak (Verawardina et al., 2020).

Although the availability of online application and hardware tools to support this remote teaching is sufficient, teacher still need to learn in adapting to this new way of teaching. According to (Ahmed et al., 2020), this outbreak push teacher to adapt quickly with some innovations related to the use of technology in implementing remote teaching. Teacher can learn more on using online platform, application and optimizing them for running the online classroom properly. In the implementation of remote teaching, Evaluation is needed for teachers which has significant in purpose to asses student comprehension and skill or measuring student development during teaching and learning process. Based on Oliver (2000) Evaluation or assessment could be done online by using an online questionnaire platform or another comparable platform to quickly get information from students.

This research aim is to know about the implementation of remote learning in SMAN 2 Singaraja. Current condition encourages this school to adapt the remote teaching in purpose to run teaching and learning process continuously and rapid

transition from offline to online method. Before the outbreak is spreading, SMAN 2 Singaraja applied face-to-face classroom in the teaching and learning process instead of remote classroom. A preliminary observation has done with series of question by the researcher in order to dig the information about situation of remote teaching implementation at school, preparation and challenges during implementing remote teaching. There are three English teacher which all of them has been applied remote teaching to their class. Google Classroom is chosen by all the teachers to conduct remote teaching during this outbreak because of the easiness and simple feature of this platform to run online classroom properly. Proper network and technological tools are the main requirements in implementing remote teaching by reason of it needs online application and platform to conduct it well. Teachers already owned the device that stated above to realize it. In the other side, aside from the adequate device, teachers also face several challenges during this outbreak. In SMAN 2 Singaraja, most of teachers only use common chat application in this case is WhatsApp to inform students the material and many information related to the teaching and learning process. Besides using WhatsApp, teachers also applying an online classroom platform as stated above. These two applications are used by two out of three English teachers in SMAN 2 Singaraja. The flow of classroom information and discussion during remote teaching do not run as well as before the outbreak period. This thing is need to be concerned by the teachers in purpose to realize remote teaching through optimizing the available apps and platform.

As the researches state above, remote teaching was a new thing in Indonesia and has just applied during this Covid-19 outbreak in the move of traditional

classroom to the fully online classroom. This remote teaching was applied during outbreak to the entire school in Indonesia rapidly with some programs and campaigns that was released by the government as the effort of expanding remote teaching at that moment. At the current situation, remote teaching is temporarily canceled due to the government outbreak regulation in urging school to implement offline learning. SMAN 2 Singaraja had its first time to fully conduct this remote teaching either and face several obstacles in the span of remote teaching implementation which relate to this research topic.

1.2 Problem Identification

To present, research indicates that implementing remote teaching affects both student learning and instructor instruction. Many academics have studied remote teaching implementation, focusing on many elements such as remote teaching preparation, procedures, obstacles, and teachers' perspectives while remote teaching. These studies, however, were undertaken independently. There was little emphasis on explaining remote teaching implementation at the same time; that is, how teachers prepare, conduct, and assess pupils.

1.3 Limitation of study

This study is focused to the implementation of remote teaching in SMAN 2 Singaraja which firstly applied due to the outbreak in the region of Buleleng regency. The aim of research is to investigate aspects of remote teaching implementation start from preparation, procedures and assessment. the difficulties during the implementation of remote teaching is also observed in this study.

1.4 Statement of the problems

Based on the above issues, the statement of the problem can be written into the following questions.

1. How did the English teachers prepared their preparations before implementing remote teaching at SMAN 2 Singaraja?
2. How were the implemented procedures of English teachers in implementing remote teaching at SMAN 2 Singaraja?
3. In what way did the English teacher assessed their students while implementing remote teaching at SMAN 2 Singaraja?
4. What challenges were encountered by the English teachers in implementing remote teaching at SMAN 2 Singaraja?

1.5 Research Objectives

Based on the statement of the problem above, the research objectives are:

1. To describe how the teacher plan remote teaching in teaching English at SMAN 2 Singaraja.
2. To analyze the information about the steps of implementing remote teaching by SMAN 2 Singaraja English teacher.
3. To describe the student evaluation during remote teaching which is conducted by English teacher at SMAN 2 Singaraja.
4. To describe about what challenges are faced by English teacher at SMAN 2 Singaraja in implementing remote teaching during Covid-19 outbreak.

1.6 Research significance

This study significance is for teacher which is expected can help teacher in conducting a proper remote teaching and collecting the difficulties during remote teaching implementation in purpose to assist teacher anticipate the unwanted things happened. The data is also served by researches to teacher in realizing an appropriate remote teaching as good as the offline one. Research significant can be separate into two as follows:

1. Theoretical Significance

The research significance is used to investigate teacher readiness in applying remote teaching at SMAN 2 Singaraja to the implementation, procedure, evaluation, and challenges.

2. Practical Significance

a. For the teachers

This study result may be possible to improve teaching skill for teachers in conducting remote teaching.

b. Other researchers

This study is carried to be referenced for others researchers with the same topic in purpose to enrich their references.

c. Government

This study result can be used for the government as reference in developing remote teaching especially in Buleleng regency.

1.7 Definition of Key Terms

1.7.1 Theoretical definition

Remote teaching, in which teachers and students are separated in space but not in time, changes the learning situation and the school organization. (Millet, 2012: Xiong et al, 2016)

1.7.2. Operational definition

Remote Teaching: The process of English teaching and learning activity that implemented remotely through Google Meet, WhatsApp, Google Classroom and Quizizz online platform.

