

CHAPTER I

INTRODUCTION

1.1 Research Background

Corona Virus brings negative impacts globally, especially in the education field. Due to this outbreak, the education system both in developed countries and developing countries is getting weak. Many education institutions such as schools and universities are closed, many teachers and students are sent home, and cannot conduct face-to-face teaching and learning. It is in line with (Kumar et al., 2020) the education system gets affected by this virus due to the shutting down of all the educational parts. The main reason is the governments in the world still make an effort to reduce this virus. According to (Syah, 2020) cited in (Yunitasari & Hanifah, 2020) many governments both in developed countries and developing countries are still focusing on the reduction of the spread of this virus.

Since this virus appeared, the problem that faced in the educational system is how to make the teaching and the learning process without making the spread of the Corona Virus getting wide. To solve the problem during this outbreak, the teachers in the world offer a teaching process that utilizes the technology in which it is known as remote teaching as a solution to conduct the teaching process in this day. It is in line with (Mishra et al., 2020) due to this alarming situation, over the globe, teachers start to conduct alternative teaching processes which is called remote teaching to solve the problems in educational systems. According to (Sangita Arunkumar et al., 2020) remote teaching is a teaching process in which the

teaching process is conducted through the internet and other communication technologies.

Since the teaching process was changed and turns into remote teaching, the teaching strategy itself was changed too. There are two strategies that are used by the teachers to teach their students in this outbreak, which are synchronous and asynchronous. As explained by (Lapitan et al., 2021) Synchronous is a teaching strategy in which this strategy is conducted through video conference and message, meanwhile, asynchronous is a teaching strategy in which the teachers upload their learning material in web or LMS (Learning Management System). It is in line with (Kumar et al., 2020) in this crisis situation, to make the teaching process goes as well, the teachers start utilizing an online platform such as Zoom and Google Meet to teach their students. Also, in line with (Mishra et al., 2020), teachers in the world start utilizing Google Classroom app to make the teaching process in this pandemic get better.

In Indonesia, the education field also getting weak due to this outbreak. Many teachers and students are dismissed and conduct the teaching and learning process in their homes due to many schools being closed. As explained by (Harapan, 2020) all of the educational parts that below of education and cultural ministry in the Republic of Indonesia get negative impact due to the closures of schools, therefore, teachers and students are not able to take part in the teaching process as usual in which face-to-face teaching and learning. It is in line with (Atmojo & Nugroho, 2020) since March 2020, the education and culture ministry in the Republic of Indonesia announced that all the educational parts have to

conduct remote teaching due to the case of Corona Virus get increase. In a developing country like Indonesia, this becomes a new problem to solve due to many teachers are not getting used to the technology and need to adapt to it.

The teaching process during this pandemic in both developed countries and developing countries are going different. As explained by (Farooq et al., 2020) the implementation of a remote teaching in both developed countries and developing countries are different. In developed countries, implementing remote teaching is not a huge challenge due to most teachers in these countries being facilitated (network and devices) and master at technology. Yet, in developing countries such as Indonesia implementing remote teaching is a huge challenge due to most of teachers in Indonesia are not being facilitated (network and devices) and lack of technology master. As explained by (Harapan, 2020) most of the teachers in Indonesia are not master in teaching by using technology. According to (Yadov et al., 2018) cited in (Khatoony & Nezhadmehr, 2020) moreover, over the globe, the network of both developed countries and developing countries are not the same.

From the explanation above, due to this outbreak over the globe, the implementation of remote teaching in both developed countries and developing countries goes different. The reason underlying why the implementation of remote teaching are not similar is due to the teachers in developed countries being ready in mental and facility, meanwhile, most of the teachers in developing countries are the opposite of teachers in developed countries. In this case, most of the teachers in Indonesia are not ready yet to implement remote teaching due to the teachers are not ready in mental and facility. In mental, most of the teachers in Indonesia are not

ready yet due to in past they teach their students by using traditional teaching style in which face to face teaching, due to this crisis situation it is forced them to teach their students by using the new teaching style and it is called as remote teaching. Therefore, they are not getting used and they need to adapt to this new teaching style in which remote teaching and the main thing to conduct this teaching style is teachers have to master the technology to make the teaching process goes effective.

In the facility, most of the teachers in Indonesia are lack facilities such as networks and devices. In Indonesia, most of the teachers often faced problems when they implement remote teaching due to the network or the signal in Indonesia does not spread equally which is caused due to the geographical factor. Another problem that appeared from the implementation of remote teaching for most teachers in Indonesia is they do not have a proper device, it is become a problem due to it is difficult to implement remote teaching if the device does not support or does not proper, to avoid possible problems in implementing remote teaching, proper devices are required. Therefore, based on the explanation above, those problems are the reason underlying this study due to the researcher would like to find out how teachers in Indonesia implement the remote teaching in this outbreak meanwhile there are some problems on teacher itself such as mental and facility.

Regarding to this study, in outside of Indonesia, (Khatoony & Nezhadmehr, 2020) has found that the teachers successfully run the application and online platform that needed in the remote teaching. According to (Alolaywi, 2021) its study also found that remote teaching is very beneficial for teachers to conduct the teaching-learning process in this pandemic. Another study that was conducted by

(Zabolotna et al., 2021) also found that the teachers gain valuable insights and positive outcome in remote teaching, especially in EFL context. Moreover, in Indonesia, as (Rosalina et al., 2020) findings, it was found that the teachers' challenges are in the facility and the mental of the teachers such as network, quota, teachers that lack of technology mastery. It is also in line with (A Nugroho et al., 2021) in which its findings was the teachers still confused of running the digital platforms, are not able to provide quick feedback, and lack of students' motivation and engagement. On the other hand (Hermansyah & Aridah, 2021) found that the teachers still need to adapt with the online platform in running the remote teaching, another challenges that was found were students' motivation, students' plagiarism, and also teachers' insights. Although, (Khatoony & Nezhadmehr, 2020; Rosalina et al., 2020; Zabolotna et al., 2021) have been discussed the remote teaching obstacles, and (Alolaywi, 2021; Hermansyah & Aridah, 2021; Nugroho & Haghegh, 2021) have been discussed about the remote teaching perception, none of those studies were conducted in Bali and also none of those studies have been discussed about the remote teaching implementation from the four fields at once, especially in English remote teaching context, such as the teachers' preparation, teachers' procedure, the way teachers assess the students, and also the teachers challenges. Therefore, it is becoming a benchmark for the researcher to conduct this study and also to conduct preliminary research due to the researcher would like to find out how the teachers in Bali conduct the remote teaching in English remote teaching context, especially from the teachers' preparation, teachers' procedures, assessment, and also teacher challenges.

In this case, the researcher has done preliminary research in which the main reasons were to choose an appropriate school to support this study and also to select the setting of this study. The researcher chooses SMA SARASWATI Seririt to conduct the study in which it is located in *Kecamatan Seririt, Kabupaten Buleleng, Provinsi Bali, Indonesia*. Based on the data that has been collected by interviewing the two English teachers at SMA SARASWATI Seririt, it was found that those teachers have similar problems when they implement remote teaching. First, the teachers still need to adapt to remote teaching. Second, the teachers were still confused about how to apply the online learning platform when they want to teach their students. Moreover, the most problem that was found based on the data that has been collected was on the network. Therefore, based on the data, the researcher prepared several research questions for this study that will be discussed below about the implementation of a remote teaching in teaching English at SMA SARASWATI Seririt.

In conclusion, most of the teachers in Indonesia especially in Bali at SMA SARASWATI SERIRIT still have problems in implementing remote teaching due to they have problems such as they need to adapt to the changes in the teaching style, they lack of technology mastery, moreover, the most problem is on the facility such as network. Based on the problems, the focus of this study is on the remote English teaching implementation during the COVID-19 outbreak. Therefore, the aim of this study is the researcher will observe, interview, and analyze the teachers' preparation, procedures, assessment, and challenges during the implementation of remote teaching.

1.2 Problem Identification

The spread of Corona Virus brings negative effect to education field over the globe, including Indonesia. This virus makes the education system over the globe get disturbed due to many schools are closed to reduce the spread of this virus and it makes teachers over the globe find alternative way to teach their students in this pandemic and it is called as remote teaching. Based on the data in preliminary research, this outbreak is a huge deal for teachers in Indonesia, especially, teachers at SMA SARASWATI Seririt due to they still need to adapt with the implementation of the remote teaching, lack of technological mastery, and the most problem is on network. Moreover, in Indonesia especially in Bali, there is no study that discussed and focused on the way the teachers prepare, teaching procedures, doing an assessment and also the teachers' challenges in remote teaching. Therefore, this study is focuses on how teachers at SMA SARASWATI Seririt, prepare, the procedure, doing an assessment, and face the challenges in conducting the remote teaching while they have problems on their selves.

1.3 Problem Limitation of the Study

The study analyzes on the remote teaching implementation in teaching English. In this case, the researcher would like to identify the teaching quality at SMA SARASWATI Seririt during the COVID-19 outbreak. Moreover, the researcher would like to describe and analyze how teachers prepare, conduct, assess, and identifying the challenges faced by the teachers in implementing remote teaching.

1.4 Research Questions

1. How did the English teachers prepare their remote teaching at SMA SARASWATI Seririt?
2. How did the English teachers implement remote teaching at SMA SARASWATI Seririt?
3. How did the English teachers assess their students learning during remote teaching at SMA SARASWATI Seririt?
4. What challenges were encountered by the English teachers in implementing remote teaching at SMA SARASWATI Seririt?

1.5 Purpose of the Study

Based on the statement of research question, the purpose of the study can follow as below:

1. To describe the preparation used by the English teacher before remote teaching English implemented at SMA SARASWATI Seririt.
2. To analyze the English teachers' procedures of implementing remote teaching at SMA SARASWATI Seririt.
3. To describe the English teachers, evaluate or assess their students at SMA SARASWATI Seririt.
4. To describe the challenges encountered by the English teachers at SMA SARASWATI Seririt in implementing remote teaching English.

1.6 Significant of the Study

The researcher hopes that this study will be beneficial and give contribution to the implementation of the remote teaching. Theoretical and practical are the significances that will be explained below.

1.6.1 Theoretical Significance

This study contributes to the field of ELT especially give more insights to the previously existing knowledge about remote teaching implementation. The insights are the way English teacher prepare, teaching procedure, assess the students and also face the challenges in remote teaching context.

1.6.2 Practical Significance

a. For the teachers

The result of this study may beneficial and help the teachers in gain improvement in implementing the remote teaching.

b. Other researchers

This study can be used as a reference with the study that related with this study.

c. Government

The results of this study can be used as a reference for the government to gain improvement the quality of education system in Buleleng regency.

1.7 Definition of Key Terms

1.7.1 Theoretical Definition

Remote teaching is a teaching process in which the teaching process is conducted through the internet and other communication technologies. (Sangita Arunkumar et al., 2020)

1.7.2 Operational Definition

Remote Teaching: The process of conducting teaching-learning process remotely in which it is supported by utilizing online learning platform.

