

CHAPTER I

INTRODUCTION

The elements that will be discussed in this unit are the background of online discussion in this remote teaching, the problem identification, statements of the problem, the limitation, the purposes and significances of this study.

1.1 Background of the study

In this 21st century, there is a revolution in industry 4.0, which is about how to gather technology in learning. With this technology, the learning process will be expanded because it provides access to find related data from various sources on the internet. From this revolution students can develop their skills by using technology. Boholano (2017), states that in the learning process, a teacher can integrate technology into learning and teaching, so the teacher can aware about students' development. On the other hand, a global pandemic requires students and teachers make the learning process in online mode and do social distancing. This online learning process must be implemented based on the Circular Minister of Education and Culture number 4 (2020), concerning about implementation of education policy in emergencies spread of coronavirus. In this situation, teachers have to use tools that can make providing learning material to students easier. However, it is not easy to change the way of learning, but emergency remote teaching must be implemented. According to Geraedts and Pollalis (2008), remote teaching happens at a distance among students and a teacher, also a teacher and students are not physically present. It means the students and a teacher have developed the use of technology in learning process.

Information and Communication Technology or ICT can be used in the online learning mode. Ghavifekr and Rosdy (2015) state that the need for ICT integration is very important, because it can help teacher and students learn in online school mode, also ICT can help teacher

and students in the learning process through many ways of using it. However, the teacher must reformulate the learning activities from the manual into the open-source (Meenakshi, 2013). Also, in this case, the students and teacher must be ready to use the technology. Furthermore, in ICT, many tools can be used to facilitate the learning process. One of them is the Learning Management System, also known as LMS. Ouadoud et al. (2018), state that LMS is a software on e-learning platform that includes some services that help teachers with course management. According to Adzharuddin and Ling (2013), Learning management system is an online platform that can connect teachers and students. This online platform can make teachers and students interact outside the classroom. It is because LMS provides a space to share material and activities for students. Besides, there are some benefits of LMS, such as it can use to learn anytime, anywhere without limitation. Students can also gain more knowledge from everywhere on the internet, and they can learn by their own selves. There are some LMS such as Edmodo, Moodle, Schoology, Google Classroom, etc.

Additionally, to make the implementation of online learning is successful, the Community of Inquiry (CoI) model can help in arranging the concept of how the teacher and students doing learning process. In this CoI framework, there are three sections of learning such as social, cognitive and teaching presence (Garrison, et al 2000). Each section has their respective roles in shaping a learning process. For social presence is about how a teacher and students position their selves in a group in order to communicate. Then, for cognitive presence is about the main process of the learning. Here are the students have big roles to be able to reach the goal of the learning process like to confirm the meaning of the discourse. The last presence is teaching presence. In this teaching presence, the teacher has the important role like to make the plan for the learning and also a good time line which will affect success in learning. As in offline learning, the cognitive

and teaching presence must be fulfilled as well as social presence. Then, in online learning the social presence can be obtained from online discussion.

Moreover, at this time, teachers should make a good deal with students, especially in communication or interaction. According to Oye et al. (2012), there are two types of interactions such as synchronous and asynchronous interactions. In those interactions there is a significant difference, such as in time management. Using those interactions in this Emergency-remote teaching is not easy. Teachers have to find appropriate learning interaction that can grow a good interaction and support the learning process. Because of the situation of emergency remote teaching, the use of synchronous interaction as the main part of communication or interaction with students at the same time is crucial. Hence, to make students and teachers still get a good quality of interaction, asynchronous can be used to replace synchronous interaction.

Asynchronous interaction can be known as a discussion forum. Discussion is the process of students and teachers interacting using text-based communication. Blackmon (2012), states that a discussion forum can help in producing text-based discussion over a period of time. Besides, because of the due time, according to Aljeraisy et al. (2015), in a discussion forum, students can think and compose an idea or answer before they share it with the class. So, it can make students feel more confident in answering the case or question from the teacher because they can search and add some information before they leave their answer in the comment section. Moreover, according to Adeyinka and Abdulmumin (2011), teachers have to know and understand how their students participate in an online discussion; because it can help the teacher decide how to persuade the students.

Furthermore, according to Song and McNary (2011), integrating online discussion can make students more active to suggest information in a conversation. It is because, the topic that given in an online discussion can create an active learning such as students can convey their opinion and the other students can respond to their friends work. Besides, Jabbari et al. (2017), has stated that after students were following the online discussion session, students can be active in collaboration; students can revise their work, and also students can make self-assessments independently. The results of Jabbari et al.'s research (2017) showed that online discussion sessions could help students understand the learning material. Nevertheless, there are also some important issues in doing online learning. Based on Alchamdani et al.'s research (2020), showed that in online learning the internet network and extravagant package data were the biggest problem. Also, in the learning perception, offline learning or face to face was better than online learning.

Then, based on the previous study, this online discussion, especially asynchronous discussion is useful to increase students' interest in sharing information, collaboration and also can make their self-assessment. Besides, there are also challenges in it such as bad internet network, extravagant package data and also their perception of face to face learning are better than virtual learning. Nevertheless, based on the preliminary observation in SMA N Bali Mandara, in this school is already using some E-learning platforms. The online discussion also exists, but are less effective because schools are still running normally. The other results of the preliminary observation are in the school there is Wi-fi internet which is used to make students easier to study and adequate equipment for a study like computer laboratory. Hence, in this study, the researcher conducted an analysis of online discussion through LMS(s) in Emergency Remote Teaching. This research is conducted in SMA N Bali Mandara especially on eleventh-grade students and an English teacher. This research is carried out twice a week. This study aims at analyzing the online

discussion in Emergency Remote Teaching, especially in the implementation and the challenges and solutions proposed by eleventh-grade students and a teacher. Also, this topic needs to be researched because of the phenomena of online discussion used, the different situations experienced by students when carrying out the remote teaching and in the previous the students in this school are dormitory students and come from underprivileged families.

1.2 Problem Identification

In this era, online discussion is still difficult in the learning process. It is because students have a problem with their connection to technology. Nowadays, students have to use technology properly to prevent a good learning process. It can make students still connect to their teacher and discuss some materials. Nevertheless, there are not many students ready to use technology. Most of them are still confused about how to use new applications and handle a good connection in a different place. Then, the researcher is highly motivated to do research of online discussion, especially in the implementation and the challenges faced by eleventh-grade students and a teacher in emergency remote teaching

1.3 Limitation of the Study

The limitation of the study is focused on the online discussion on eleventh-grade students and an English teacher. The researcher focuses on implementing the online discussion, the challenges, and the solution. The researcher concentrates on how the teacher implements the online discussion, the challenges faced by the students and an English teacher, and the solutions in emergency remote teaching. This study will be conducted at SMA Negeri Bali Mandara

1.4 Statements of the Problem

Based on the background of the study, the statements of the problem can be formulated as follows:

- 1.4.1 How did an English teacher of SMA N Bali Mandara implement asynchronous online discussion learning activities in the remote teaching context?
- 1.4.2 What challenges did a teacher and students face in asynchronous online discussion learning activities in the remote teaching context?
- 1.4.3 What were the solutions proposed by a teacher and students in asynchronous online discussion learning activities in the remote teaching context?

1.5 Purposes of the Study

In line with the statements of the problem, the purposes of the study are as follows

- 1.5.1 To analyze the use of online discussion, especially in the implementation
- 1.5.2 To find the challenges faced by the students and an English teacher
- 1.5.3 To obtain the solutions proposed by the students and an English teacher.

1.6 Significances of Study

Based on the purposes of the study, the significances of this study are related to this research; here are two significances of the study, such as theoretical significance and practical significance.

1.6.1 Theoretical Significance

Theoretically, this study can positively contribute to the learning process, such as the result of the study can be used for further reference toward the implementation of online

discussion and its challenges. It provides information, especially on the development of ICT in the school. The study can contribute to the next investigation about the online discussion.

1.6.2 Practical Significance

Practically, the result of this study is expected to provide useful information for certain readers, such as the researcher that conducts the same topic, for the teacher who wants to integrate ICT in their learning process. The teacher who wants to integrate ICT can read and learn this study to know more about the implementation of online discussion and the challenges faced by teachers and students in their online learning, especially in an online discussion.

