

CHAPTER I

INTRODUCTION

This chapter presents the research background, problem identification, limitation of the study, research questions, research objectives, and research significance.

1.1 Background of the Study

Education is currently being carried out online or online from their respective homes to prevent and avoid the spread of the Covid-19 virus. Since then, the Indonesian government through the Minister of National Education has made a policy that all learning activities will be conducted online. This means that teaching and learning activities that are usually carried out at school become at home. Online learning is defined as learning that uses an internet connection with the ability and accessibility to bring up interaction features in learning. According to Dabbagh and Ritland (2005), online learning is an open and distributed learning system using pedagogical tools (educational aids), which is made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaningful action and interaction. There are many terms for online learning, such as e-learning, web-based learning, internet learning, etc. Online learning provides learning materials with an internet connection. In addition to presenting the material online, it also offers teaching and learning activities online. Online learning requires students to be independent and actively process the information presented by the teacher online. Student activity during learning activities can have an impact on student learning outcomes. Likewise, educators

must prepare media and teaching materials as attractive as possible so that students are not bored or bored during the learning process.

The implementation of online learning is supported by electronic devices such as smartphones, laptops, and tablets to access learning materials or information anywhere and anytime. Teachers must be ready with online learning patterns, which means teachers get used to teaching online. Teachers must have implemented technology-based learning by the capacity and availability of technology. Learning media is a supporter of the learning process. In online learning, electronic devices are very supportive of internet services. On the basis of the benefits presented by Sudjana and Rivai in Sanaky (2009), learning media needs to be utilized to overcome the limitations of the learning process. For example, using the Schoology application, google classroom, Edmodo, and messaging applications such as WhatsApp or Telegram. In the application of online learning, teachers and students have their roles. Teachers have duties and positions as mentors and facilitators in teaching and learning activities, while students are independent learners and builders of knowledge. According to Raval (2014), cited by Hussain (2018), ICT is a technology that could give and receive information and communicate in a modern way in which time and space are not a barrier.

Online learning has several types that can be used and adapted to the current situation. One of them is the synchronous and asynchronous method. According to Simamora (2020) synchronous online learning method is defined as learning communication in which both teachers and students carry out a learning activity in the same space-time. Therefore, it can be concluded that online learning is carried out together at the same time and opportunity, such as using video conferencing or

using an online platform. The Zoom Meeting and Google meet applications are applications that can be used for synchronous online learning. These two applications can allow students and teachers to meet face-to-face online and in real-time. While asynchronous learning can be done anytime and anywhere because it does not take place in real-time. In contrast to synchronous which can conduct face-to-face discussions, asynchronous can not conduct face-to-face discussions but through the media provided by the teacher. Learning is usually facilitated by various media such as email, certain e-learning programs, or even Whatsapp, which supports the teaching-learning process between students and teachers, even when students cannot be online at the same time.

However, because the school implements learning from home, students and teachers will carry out all activities at home. Especially in the world of education, of course, online learning must be prepared properly. This is where the role of the teacher must be able to reach all students wherever they are. Of course, the environment and facilities that the school can provide will also greatly affect it all. Schools in urban and rural areas certainly have strategies to overcome this online learning. One thing that can be done is by utilizing existing technology and media, both synchronous and asynchronous learning. But of course, the online learning situation has its own difficulties for teachers, such as internet signal constraints, facilities, and infrastructure as well as the teacher's ability to use ICT. It is possible that the experiences experienced by teachers in rural and urban schools are different. As quoted in Memon et al. (2016), it is mentioned that rural and urban areas are found to be very different from each other in terms of resources, social lifestyle, income, education, employment opportunities, health care, information,

communication technology, and almost all aspects (Memon 2014). This is a strong reason that makes researchers conduct research with the aim of knowing how the perceptions of English teachers in urban and rural areas in teaching English using synchronous and asynchronous online learning.

1.2 Problem Identification

With the increasing number of people infected by COVID-19, which became a global pandemic, especially in Indonesia, many institutions started to establish a 'stay at home' rule to decrease the number of COVID-19 cases. Learning from home has become one of the ways to prevent the spread of the virus. The majority of Indonesian schools have also begun to adapt to the new era of teaching and have begun to use any online platform and application to support learning from home. Many schools and universities use synchronous and sometimes use asynchronous with different applications. Zoom and Google Meet can provide face-to-face online learning and discussion, Schoology, Google Classroom, and any kind of e-learning facilitate students' submission and participation. media can help teachers to teach students either through face-to-face virtual or not. However, not all teachers choose to apply both methods. Some choose to conduct face-to-face learning, some choose not. The situation and various factors also influence this. Teachers' perceptions of their experiences after implementing online learning using synchronous and asynchronous is very important so that in the future, teachers can be more mature in dealing with the online learning process.

1.3 Limitation of the Study

This study will discuss how teachers perceive the use of synchronous and asynchronous online learning during this pandemic. It will also see what the difference in the teaching area will affect it or not. This research will be conducted in Karangasem regency.

1.4 Research Questions

1. How do English teachers in rural and urban high schools perceive about synchronous online learning?
2. How do English teachers in rural and urban high schools perceive about asynchronous online learning?
3. What problems are encountered by English teachers in rural and urban high schools in conducting online learning?

1.5 Research Objectives

1. To identify the teachers' perceptions about synchronous online learning by comparing rural and urban high schools in Karangasem regency
2. To see the teachers' perceptions about synchronous online learning comparing rural and urban high schools in Karangasem regency.
3. To find out the teachers' problems while teaching online learning using synchronous and asynchronous.

1.6 Research Significance

Research significance means this research done by the research must be

beneficial. There are two kinds of research significance, as follows:

- **Theoretical Significance**

This research is expected to answer various obstacles in online learning. In addition, the results of this study can be used as a supporting empirical reference for further research.

- **Practical Significance**

The result of the study can be used by teachers and lecturers in using synchronous and asynchronous online learning. By taking the result of this study into consideration, the teacher and lecturer can maximize preparation in the use of synchronous and asynchronous online learning and make teachers and students comfortable.

