

# CHAPTER 1

## INTRODUCTION

This chapter presents six sub-topics, such as; the background of the study, problem identification, limitation of the study, research question, the objective of the study, and significance of the study.

### 1.1 Background of The Study

Since 2020, almost all sectors of human life have undergone an impact due to the spread of Coronavirus Disease 2019 (COVID-19). Due to the emergence of a hazardous virus known as COVID-19, different polemics and problems have arisen in the lives of people, including economic, social, political, religious, and educational issues (Destianingsih & Satria, 2020 as cited in Nakhriyah & Muzakky, 2021). Efriana, (2021) mentions that COVID-19 has expanded rapidly to practically all countries which is affecting all aspects of life. In this case, the government tries to stop the spread of the Coronavirus by developing new policies, as mentioned by Loayza & Pennings, (2020), several institutions have developed new policies to break the chain of COVID-19's dissemination. Especially in Indonesia, to limit the spread of the diseases, the government has proclaimed COVID-19 a global pandemic and has placed stringent restrictions on community mobilization (Melvina et al., 2021).

In Indonesia, there are some impacts on the education sector because of The COVID-19 outbreak. The Ministry of Education and Culture of Indonesia (Kemendikbud) stated that through Circular Letter No. 4, all educational

institutions' teaching and learning process must be temporarily suspended. Kemendikbud (2020) also mentions that to break the chain of the spread of COVID-19, the learning process is done by using online learning to protect the health of teachers, students, and all of the educational staff. According to Amin & Sundari (2020), teachers and students are being pressured to switch face-to-face learning to online learning. Although teachers and students cannot interact directly at school, the learning process must still be carried out through an online platform (Suryaman et al., 2020). In this case, teachers and students can carry out the learning process and receive lessons without having to violate government policies that limit face-to-face activities (Pokhrel & Chhetri, 2021). Therefore, everything about the teaching and learning process is done with online learning, including doing assignments, presentations, and assessments.

Online learning is a type of distance education that incorporates electronic and internet-based technology (ICT) into the learning process (Efriana, 2021). During the pandemic, online learning is defined as learning activities between teachers and students carried out from home using an online platform (Rahayu & Wirza, 2020). On the other hand, Huang et al., (2020), describe online learning as a subset of education that has been concerned with offering access to a more flexible educational experience in terms of time. According to Simamora, (2020), online learning can be implemented in two ways, they are; synchronously (learning in real-time using video conference), and asynchronously (a learning process using an online discussion platform and does not do in real-time). Fitria (2020) mentions WhatsApp, Telegram, Zoom Meeting, Google Meet, Google Classroom, Edmodo, etc are some platforms that can be used by teachers and students in implementing

online learning activities. Efriana, (2021) also mentioned in supporting the online learning, the main device needed is a computer or android connected to the internet network. According to Agung et al., (2020 as cited in Nakhriyah & Muzakky, 2021), online learning has grown increasingly popular to improve education technology during the pandemic. Unfortunately, for teachers and students who are not used to this type of implementation, especially teachers and students, the implementation of the online learning process is an unusual thing (Elfrianto et al., 2020).

In implementing online learning, teachers and students have their roles to make successful online learning. According to Badia, Garcia & Meneses (2017 as cited in Huang, 2018), in the learning online process, the teacher has a role in managing social interaction, instructional design, guiding the use of technology, and learning assessment. To make successful online learning, the teacher and students should be understood each position, because interactions and relationships between teacher-student are the most important thing to make an effective online learning (Vonderwell, 2004). Not only the teacher, the students also be prepared for several things in online learning. According to Kemendikbud (2020), through Circular Letter of Secretary-General No.15, one of the guidelines on student's roles is the students have their role to prepare learning tools, ensure the students have the teacher's phone number, learn how the application works, and be more active in discussion forums. In conclusion, teachers and students both play important roles in the successful online learning process.

Online learning in primary schools requires more effort for teachers and students to implement online learning (Uli Lumbanraja & Purwanto, 2021). In this

case, teachers must collaborate with parents in guiding students, carrying out learning, and doing assignments. then, teachers and students are required to have adequate basic facilities, such as mobile phones, internet data, and a stable internet connection. Then, the important thing in online learning in elementary schools is mastery of the use, selection of appropriate methods and approaches to carry out online learning in elementary schools. It is reinforced by research from Widikasih et al (2021) which states that online learning for primary school students is heavily reliant on the parental direction and teachers and students must have access to basic resources like compatible devices, a sufficient number of quotas or internet packages, and a reliable for online learning to function properly.

To know the implementation of English online learning in elementary school. Preliminary observation was done at Sekolah Dasar Negeri 3 Banjar Jawa, Buleleng regency, Bali, Indonesia. According to the preliminary research, there were two phenomena encountered by researchers during the pre-observation at SD Negeri 3 Banjar such as in online learning activities, teachers and students at SD Negeri 3 Banjar Jawa were still a lack of knowledge regarding the implementation of online learning, and lack of interaction between students and teachers during online learning. In this case, during the COVID-19 pandemic the school at SD Negeri 3 Banjar Jawa demands all teachers and students to carry out teaching and learning through online learning, this situation is mentioned in the issuance of regulation from the Ministry of Education and Culture of Indonesia (2020) requires the learning process in the education sector to be done through online lessons. Based on those phenomena indicated that the teacher and students faced the challenges during the implementation of English online learning.

Online teaching and learning method is a new experience for teachers and students. The implementation of online learning has been carried out by teacher and students for more than a year. In the implementation of online learning, the teacher and students stated that some challenges and strategy to overcome the challenges have been experienced when the situation immediately changed from face-to-face learning to online-based learning, such as (a) the teacher found a difficulty to choose the right online learning platform to implementing English online learning for the elementary school, it was solved by using asynchronous learning such as learning from WA Group, and Google Classroom (b) students were faced obstacles in accessing online media due to a lack of knowledge, preparation, and experience about the use of online learning platforms, it was overcome by students by asking their parents for help to operate online media. In this case, there are some challenges and strategy experienced by teachers and students in English online implementation at SD Negeri 3 Banjar Jawa.

Some of the previous research around the implementation of online learning during the COVID-19 has been conducted. Karaeng & Simanjuntak (2021), has conducted a study that aims to explore the experience that EFL teachers in Jayapura faced when implementing online learning during the COVID-19 Pandemic. The researcher collected the data through semi-structured interviews and used the qualitative method. The study's result revealed there are two emerging themes on teacher' experience in implementing e-learning, the themes are facilitating student learning and outcomes and self-regulated learning. The other research is collected by Bhattarai, (2020) entitled "English Language Teacher' Experience on Online Teaching during COVID-19". The purpose of the study gives expression to the

perceptions, challenges, and ways to deal with the challenges of online teaching. This study is phenomenological. The data in this study were collected through interviews and a general inductive approach.

According to the previous studies, this study is different from other previous studies. In the previous study only explored the teachers' experience in online learning. In terms of collecting the data, the previous study collected the data through semi-structured interviews and a general inductive approach. However, the urgency of this study to be conducted is that this study provide teacher' and students' experience in English online learning, challenges, and strategy used by the teacher and students in the English online learning implementation in different technique to collect the data such as interview and observation to collect the data at SD N 3 Banjar Jawa.

Appointing to the preliminary research, the present research novelty lies in the teacher' and students' experiences in English online learning implementations at SD Negeri 3 Banjar Jawa. This study also only focuses on challenges, and the strategies used in overcoming the problems found by teachers and students. Then, there is one English teacher and 3 students in grade V and 3 students in grade VI, the subject was obtained through purposive sampling by considering several aspects, such as: teachers who taught English majors, students who had been taught the English lesson and who were able to communicate well, and teachers and students who had applied online learning during the COVID-19 Pandemic. Further novelty is offered as a reference and provides indirect experience for teachers and students who implement English online learning; in doing so, it can give teachers and students an idea of the strategies that can be utilized to implement English

online learning in primary schools.

## **1.2 Problem Identification**

Online learning is nothing new in the education sector. The emergence of the COVID-19 virus has made the Indonesian Government Issue a policy to shift from face-to-face learning to online learning. Based on the preliminary research in the place of study, teachers and students at SD Negeri 3 Banjar Jawa faced some challenges when implementing English online learning. One of the challenges faced by teachers is the difficulty in choosing the online platforms due to a lack of knowledge to operate the online platforms. Then, teachers and students were faced obstacles in accessing online media due to a lack of knowledge, preparation, and experience. Additionally, the teacher is more challenging in delivering English online lessons. Even if they do the learning process face-to-face, it is not easy for elementary school students to comprehend the English material. Consequently, teacher and students at SD Negeri 3 Banjar Jawa are quite challenging to implement English online learning during this kind of situation. Based on these problems, it is necessary to conduct research at the place of the study.

## **1.3 Limitation of the Study**

The study was limited to investigate the teacher' and students' experience in English online implementation during the COVID-19 pandemic. Then, the study was focused on the challenges and the solutions experienced by the teacher' and students in English online learning implementation at SD Negeri 3 Banjar Jawa during the COVID-19 pandemic.

## **1.4 Research Question**

- 1.4.1 How was teacher and students experience in the implementation of English online learning during the COVID-19 pandemic at SDN 3 Banjar Jawa?
- 1.4.2 What were the challenges faced by teacher and students in English online learning implementation during the COVID-19 pandemic at SDN 3 Banjar Jawa?
- 1.4.3 What were teacher' and students' strategies to overcome the challenges in English online learning implementation during the COVID-19 pandemic at SDN 3 Banjar Jawa?

## **1.5 The objective of the study**

- 1.5.1 To observe the implementation of the English online learning experience during the COVID-19 pandemic at SDN 3 Banjar Jawa.
- 1.5.2 To identify the challenges faced by teacher and students in English online learning implementation during the COVID-19 pandemic at SDN 3 Banjar Jawa.
- 1.5.3 To describe the strategy used by teacher and students in dealing with the challenges of English online implementation at SDN 3 Banjar Jawa.

## **1.6 Significance of the Study**

This research is expected to give a positive contribution in the theoretical and practical significance.

- 1.6.1 Theoretical significance.

The study was expected to be able to contribute and enrich the



theories, and data about the implementation of English online learning. Then, this research was expected to support several fields related to the implementation of learning English, such as; micro teaching, material development, lesson plans, and etc. Additionally, the study was expected to extend the empirical of the previous research of the researcher.

#### 1.6.2 Practical Significance.

##### 1. For teachers and students

Hopefully, the result of this study could give teachers and students information about the implementation of English online learning, including the challenges and strategies faced by teachers and students in the implementation of English online learning.

##### 2. For other researchers

This study provides information about the experiences of teachers and students in the implementation of online English learning, challenges and strategies to overcome the problems of English online learning.

