CHAPTER I

INTRODUCTION

1.1. Research Background

In this pandemic outbreak, many countries had to be vigilant toward a virus called Coronavirus which bring an impact on how the teaching-learning process is conducted. In this context, a remote teaching process is becoming an alternative during the pandemic of the Covid-19 outbreak. Li & Lalani (2020) claimed that the pandemic of the Covid-19 outbreak imposed the schools in the world to be closed to avoid being infected with the coronavirus. Therefore, remote teaching should be implemented because there were unpredictable conditions, especially during the pandemic of the Covid-19 outbreak. The educational field had changed from a face-to-face teaching process into a remote teaching process in which the teachers needed to conduct the teaching process by using several platforms to support the teaching-learning process and also the teachers had to monitor their students remotely.

The unexpected global pandemic of Covid-19 caused a change in education from the face-to-face teaching-learning process to the remote teaching-learning process which made all teachers had to be ready to teach their students remotely with a new style of pedagogy. Pokhrel & Chhetri (2021) stated that this change which was undergone by teachers and the learners entirely would have different experiences while conducting the teaching-learning process remotely in which they had to prepare various online platforms and implement government regulations that must be implemented in the remote teaching-learning process due to "Education

Emergency". Moreover, the teachers must implement appropriate pedagogy for the remote teaching process depending on their mastery in using information and communication technology (ICT) of some platforms for communicating to their students, making some content of the material, and evaluating their students. Thus, they pointed out that this unexpected pandemic could also make the teachers unwell-prepared in implementing remote teaching, especially in using some platforms.

Teaching English with an appropriate implementation can make the teaching-learning process more conducive based on the teachers' experiences, enthusiasm in teaching their students, and successful outcomes of the learning process for the students. According to Li & Lalani (2020), when a teacher has a lack of experiences, such as no training, insufficient bandwidth, and little preparation, it will result in unconducive to sustained growth. To avoid that, the teachers need to make the teaching-learning process more conducive and more fun to avoid depression or stress which makes the students not enthusiastic in the learning process. On the other hand, they need to master skills in implementing interesting teaching media and teaching skills. Therefore, the teachers do not only master the lessons in their field but they also need to master and adapt to the change of teaching methods that are implemented remotely in which they can use the technology and always update their competencies in implementing remote teaching during the pandemic of Covid-19 Outbreak. On the other hand, the preparation of teachers before implementing remote teaching can affect the remote learning activity. Putri & Sari (2021) mention some preparations that the teachers should be noticed such as lesson plans, learning materials, teaching strategy, and learning media.

Before implementing remote teaching, the teachers need to make sure that they are ready to teach and assess their students remotely to avoid tackles, especially from the teachers to make the remote class more conducive. Phan & Dang (2017) stated that readiness before implementing remote teaching is required for the teachers, especially before delivering the materials due to avoid obstacles and make the class more conducive. Furthermore, they need to notice the attitudes while teaching, Pedagogy and Methodology, technology competence, the use of ICT, and time management due to improvements in implementing remote teaching without wasting cost, effort, and time. On the other hand, assessment is needed to evaluate the students' knowledge and comprehension of the material, especially in this pandemic situation. In conducting the assessment, the teachers are required to assess their students in which five evaluations can be used, including formative evaluation, summative evaluation, illuminative evaluation, integrative evaluation, and evaluation for quality assurance (Oliver, 1997).

In conducting remote teaching, the teachers certainly faced some obstacles. The obstacles would be various because it depended on the situation of a certain school, and the way the teachers delivered the material synchronously and asynchronously. According to Hermansyah and Aridah (2021), the obstacles that were faced by the teachers became challenges to them in implementing remote teaching. The obstacles that they had found were that some students still had a lack motivation in the learning process, they also had a lack of having the gadget and mastering technology, and they also could cheat or do plagiarism easily. Moreover, there was also found that a lack of Internet connection, Quota Internet, time, and teachers' knowledge in delivering the material. Ramadani & Xhaferi (2020) also

clarify that the challenges while implementing remote teaching are in motivating the students to become active. Furthermore, Roberts (2021) emphasizes that some challenges encountered by the teachers while conducting remote teaching, such as adjusting the curriculum, some students do not focus during remote learning, and limited gadgets to access remote learning on the students.

The remote teaching-learning process had some new regulations that must be implemented and noticed by the teachers in Indonesia during the pandemic of Covid-19. The main aim of the regulations was that the students, the teachers, the families, and the community had to prioritize their health and safety from the spread of the Covid-19 outbreak situation. Kemendikbud (2020), emphasized the regulations which were meant, among others indeed, that the remote teaching-learning process was implemented by distance education which was divided into two approaches, namely remote distance education and offline distance education. Moreover, in remote distance education, Kemendikbud had provided 23 web pages as learning resources media to make it easier for the teachers to implement the teaching process as the resources and everyone concerned in education received the information about Covid-19. On the other hand, offline distance learning was conducted by utilizing the services from Kemendikbud, like TVRI, radio, self-study module, printed teaching materials, and learning media from the objects and the environments. In the other regulations, the remote teaching-learning process could be conducted only for the yellow, orange, and red zone of infected areas, whereas the offline distance learning could be conducted only for the green zone in which they were required to do the health protocol well.

Based on those cases, the implementation of the teaching-learning process was harder to be conducted than conducting a face-to-face teaching process as the teachers must implement remote teaching since the pandemic of Covid-19 happened. Firstly, the teachers had to implement remote teaching with a new pedagogy in which they had to master some E-learning platforms to conduct the teaching-learning process. Therefore, remote teaching can flow well which can be seen based on the preparations, and procedures made by the teachers. Secondly, they need to adapt to the new regulations in remote teaching, including the teachers having to teach their students remotely and they also need to adapt to the change of the time reduction in which they will encounter some challenges. Whereas, some schools have already tried to implement face-to-face teaching-learning processes which means that there is no remote teaching process again for this current situation. Therefore, the researcher would investigate the teachers' implementation while conducting remote teaching regarding their preparation, procedures, students' assessment, and challenges by describing and analyzing them.

Several studies had been conducted related to this research concerning the implementation of remote teaching. A research study from Mulyati (2021) has found a teaching strategy used by an EFL teacher effectively where the teacher had conducted the remote teaching as well by giving the material in form of video that was made by the teacher, doing a video call to the students, and doing a manual directly call for the students who do not have WhatsApp. This study is supported by the results found by Putri & Sari (2021) which showed that the use of the E-learning Madrasah Platform as the teaching strategy could reduce the obstacles to implementing remote teaching at MAN 1 Bandar Lampung. Based on those results,

this study has a similarity which was analyzed the implementation of remote teaching, especially on the strategy that was used. However, this does not mean that the issue has been very clearly discussed. There were also other studies by Hermansyah & Aridah (2021) who found there were some obstacles encountered by the EFL teachers in SMK Nusantara Balikpapan, such as they had a lack of experience in using some learning platforms, managing the scheduled time, giving motivation, and avoiding cheat or plagiarism. Furthermore, Nugroho, et al. (2021), discovered some obstacles that were found by some EFL teachers in Indonesia, such as there was a lack of motivation from the students in remote learning classes and a lack of preparation to prepare and deliver the material by the teachers because of the limitation of the time. On the other hand, there were some investigations related to the challenges of implementing remote teaching firstly by Rinekso, et al. (2021). The challenges were in the technical aspects, teachers' implementation, and the student's readiness and enthusiasm. The other challenges were also found based on research from Pustika (2020) which showed that based on the teachers' perception, they had a lack of mastering the learning platform, especially the use of E-learning in which they realized that they needed to improve in mastering that platform. Nevertheless, those challenges do not mean that the issue has been very clearly discussed. The other investigation on the teachers' perception from Nartiningrum & Nugroho (2021) showed most of the teachers gave their opinion to maintain the connection internet to access the learning platforms and learning sources in remote classes. Based on the above study, it has been clear that the topic of remote teaching has been investigated in teaching preparation and procedures (Mulyati, 2021; Putri & Sari, 2021), Obstacles (Hermansyah & Aridah, 2021; Nugroho, et al., 2021;

Pustika, 2020), and teachers' perspective (Pustika, 2020; Nartiningrum & Nugroho, 2021; Rinekso, et al. 2021). However, these studies have not provided information concerning remote teaching in Buleleng, Bali. Although previous studies have focused on the implementation of remote teaching, they provided a lack of information about English teachers' preparation, procedures, assessment of students, and challenges encountered. There is an inclination that previous studies have separately been conducted to address the previous study that involve English teachers to report their preparation, procedures, and challenges encountered simultaneously within one single study.

To select the setting of this study, the school that would be investigated should implement remote teaching. Moreover, this study focused on the implementation of remote English teaching that was taken place in Buleleng, Bali. SMAN 2 Banjar was the setting of this study. Therefore, the researcher has conducted preliminary research by interviewing seven English teachers in SMAN 2 Banjar to figure out the need for the study for a better implementation of remote teaching in the future based on the platforms used and their challenges in implementing remote teaching. The researcher found that three English teachers still have problems implementing remote teaching. It happens because they need to adapt to the new regulations of the government implemented in the school. In this case, they still have problems to adapt with the new regulations, such as the reduction of time allotment of the lesson from two hours, which is practically conducted for ninety minutes before the pandemic outbreak, becomes only one hour in a meeting to implement the remote teaching during a pandemic outbreak. Therefore, they need to deliver the lesson within a limited time while implementing remote teaching to be more conducive.

Moreover, based on the preliminary research, the researcher also found that the teachers got difficulties in using some learning platforms. Moreover, they mostly used Google Classroom to teach their students, but some of their students cannot access it because of the limitation of gadgets, the signal, and quota. Thus, this study focuses on the EFL teachers' preparation before implementing remote teaching, their procedures, how they assess their students, and their challenges during implementing remote teaching in SMAN 2 Banjar.

Based on this preliminary research, it is clear that the implementation of remote teaching has its issues and challenges. Thus, this research focuses on the analysis of the implementation of remote teaching by observing their process during the remote teaching-learning process. Furthermore, the teachers' implementation of remote teaching was investigated and analyzed to contribute to the English education field particularly in providing data on English teachers' implementation to prepare, conduct, assess as well as identify the challenges encountered by them while conducting remote teaching.

1.2. Problem Identification of the Study

Research to date shows that the implementation of remote teaching affects students learning as well as the way teachers teach. Many researchers had investigated remote teaching implementation highlighting various aspects, such as the remote teaching preparation, procedures, challenges, and teachers' perspective during remote teaching. However, these researches were conducted separately. Little attention was given to describing remote teaching implementation simultaneously; that is how teachers prepare, conduct, and assess students. The scarcity of the mentioned issue was even more evident in the EFL context. In the

EFL context, remote teaching studies are limited to highlighting remote teaching experience from the teacher (Hermansyah & Aridah, 2021) as well as remote teaching problems such as internet issues (Nartiningrum & Nugroho, 2021), lack of learning platform, and lack of motivation from the students (Nugroho, et al., 2021). Thus, it is important to see the issues of remote teaching implementation simultaneously starting from EFL teachers' preparation, implementation, and assessment of the students, as well as the challenges they encountered.

1.3. Problem Limitation of the Study

The study analyzed the teachers' implementation while conducting remote teaching during the pandemic of the Covid-19 outbreak, especially in teaching English in Senior High School. Moreover, this study attempted to identify the learning quality, especially in SMAN 2 Banjar, Buleleng Regency in which the teachers had to conduct the distance teaching-learning because of the Covid-19 outbreak which is called a remote teaching-learning process. Furthermore, the researcher would describe and analyze the English teachers' implementation while preparing, conducting, assessing their students, and identifying challenges encountered by the teachers during implementing remote teaching.

1.4. Research Questions

1. How did the English teachers at SMAN 2 Banjar prepare for their remote teaching?

2. How did the English teachers at SMAN 2 Banjar implement their remote teaching?

3. How did the English teachers at SMAN 2 Banjar assess their students' learning during remote teaching?

4. What challenges were encountered by the English teachers at SMAN 2 Banjar in implementing remote teaching?

1.5. Purpose of the Study

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

1. To describe the preparation used by the English teachers before remote teaching English was implemented at SMAN 2 Banjar.
2. To analyze the English teachers' procedures while implementing remote teaching at SMAN 2 Banjar.
3. To describe the students' assessment made by the English teachers at SMAN 2 Banjar.
4. To describe the challenges encountered by the English teachers at SMAN 2 Banjar while implementing remote teaching.

1.6. Significance of the Study

The author expects this research can give a contribution to the implementation of the remote teaching process. There are two kinds of major significances explained in this study, practical and theoretical significances. The benefits of this study are expected such as below:

1.6.1 Theoretical Significance

This study contributes to the field of ELT especially by enriching the previously existing knowledge about remote teaching implementation. Particularly, this study provides insight into the way English teachers prepare, implement, and assess the students' learning as well as the challenges they encountered.

1.6.2 Practical Significance

a. For the teachers (too general)

The result of the study can help the teachers to improve their implementation of remote teaching English, especially in preparing before implementing remote teaching, conducting the teaching procedures in remote teaching, conducting a learning assessment for the students in remote teaching, and overcoming the problems encountered by the teachers while implementing remote teaching.

b. Other researchers (too general) ➔

This study can be used as a reference for other researchers to conduct their research in the related field about remote teaching, especially in investigating the learning assessment based on the four basic skills in English and conducting more analysis in the lesson plan regarding the teaching procedures and teaching assessment during remote teaching.

c. For ELE Students as the English Teachers' Candidate

The results of this study can be used as a reflection for the ELE students as the English teachers' candidate to notice the preparation before conducting remote teaching and notice the teaching strategy is suitable to use or not.

1.7. Definition of Key Terms

1.7.1. Theoretical Definition

Remote teaching is a teaching-learning process that is implemented remotely in which the teachers provide some online platforms to access and deliver the material and conduct the learning process (Bazan, 2016).

1.7.2. Operational Definition

Remote Teaching: The process of conducting an English teaching process where the teacher has to conduct English teaching remotely.