CHAPTER I

INTRODUCTION

This study aims to discover the experiences of online learning implementation during COVID-19 in junior high school, especially in English First Learning (EFL) classrooms. This chapter discusses some topics related to the study's introduction, including the background of the study, problem identification, limitation of the problem, statement of the problem, the study's objective, and significance.

1.1.Background of the Study

In the 4.0 industrial era, technology is trendy. Undeniably, people always use technology in their lives for business, entertainment, and even education. Technology plays an essential role in the educational field since it can be a means of information and a learning media that can help teachers in teaching and learning activities. According to Susanti (2017), nowadays, technology is required for teaching and learning activities. Furthermore, the progress of education in Indonesia is overgrowing along with technological advances. Thus, technology benefits human life, even teaching and learning.

The coronavirus (Covid-19) pandemic that has swept the world has affected many aspects of human endeavor, one of which is education. Therefore, the role of educators in higher education is changing, especially when moving from traditional learning (face-to-face in classrooms) to online learning. These changes continue to occur as new teaching methods are validated, and new technologies become available to support and transform the teaching and learning process in higher education (Ní Shé, Farrell, Brunton, Costello, Donlon, Trevaskis, & Eccles, 2019). The Covid-19

pandemic and government policies to implement online learning have made students learn, and teachers teach from home.

By implementing online learning, teachers and students obtain new experiences and opportunities to apply new learning methods, that is, online learning. Unfortunately, implementing online learning has become a new challenge for students and teachers (Atmojo & Nugroho, 2020), and they must deal with the problem arising. It is because this pandemic requires the teaching and learning process that is usually conducted in schools to turn into distance learning. According to Dhull & Shaksi (2017), besides the challenges faced, students and teachers also must have several strategies to overcome them. Teachers should apply and adapt the online learning class to convey English material. Furthermore, the teachers also must adapt and use the appropriate strategy to teach English during online learning. Therefore, the learning and teaching process can be performed properly, even in a pandemic.

Online learning is a set of learning activities in a subject delivered through a network giving access and exchanging knowledge (Atmojo & Nugroho, 2020). This terminology appears to denote a teaching and learning approach involving internet technology. Besides, Hockly (2015) presents the term 'online language learning' to refer to language learning that takes place entirely online, via the internet, with no face-to-face component, within formal language courses and more informal learning scenarios. According to Ni She et al. (2019), in this case, an online course facilitator may provide many different functions such as supporting students' learning, delivering online teaching, student assessment and preparing learning materials.

This study differs from the previous research. If the previous study only examined the challenges faced by teachers in online learning, this study examines the

experiences, challenges, and strategies of teachers and students. In addition, there are discrepancies in the methodology used and the informants as samples. The sample selected in the previous study was random sampling and employed a sample of 430 teachers. Besides, the approach utilized in previous studies was quantitative research. However, in this study, the researcher used a descriptive qualitative research design to summarize the data acquired via observations and interviews conducted at SMP N 5 Tejakula.

Furthermore, at SMP Negeri 5 Tejakula, the implementation of online learning is carried out for the first time, which shows a discrepancy from the previous research. Based on primary observation, the teachers and students have new experiences in implementing online learning, and they face many challenges that hinder their effective implementation. Still, it is seen that the teachers and students perform various strategies to deal with these challenges. During the Covid-19 pandemic, the entire teaching and learning process for the EFL class at SMP Negeri 5 Tejakula was conducted online. As a result, schools require all teachers and students to perform the teaching and learning process through online learning methods.

This method has never been applied in this school, but the teachers and students must apply online learning to continue the teaching and learning activities. Given that the pandemic has been occurring for more than a year, this online learning is no longer an alternative learning method but an obligation to carry out. According to the teachers and students, they have started to get used to even though they must pass challenges. The challenges include: 1)Teachers and students are not yet fluent in implementing online learning, 2)The experience and preparation of teachers and students in performing online learning are still limited because usually, the learning process is done

by direct meetings, 3)Teachers and students are not used to using online learning platforms or application, 4)Teachers must adapt to this changing learning method and implement strategies because the pandemic has been occurring for a long time. Therefore, online learning is currently applied as a new trend in learning, so teachers and students must get used to it.

In addition, based on interviews in pre-observation before doing research at SMP N 5 Tejakula, two main things were obtained in implementing online learning; schools can get new opportunities with online learning and, at the same time, face new challenges or problems. However, it could not be denied that the implementation of online learning cannot run smoothly in this school. The option possessed by this school is that students and teachers can better understand how to use online learning technology because previously, this school had never used the applications for online learning as it is today. Moreover, the researchers also discovered another issue; namely, some students cannot use the platforms commonly used to support online learning. Additionally, the teachers also face difficulties in creating various learning media. Problems also arise from learning English; some students still have meager English skills. Several elementary schools around this school have not provided English language learning. Therefore, teachers have difficulty in conveying material to the students. Based on the situation, the researcher is curious about the experiences of students and teachers in implementing online learning.

Aligned with the previous studies, the researcher intends to examine the experience of both teachers and students in implementing online learning in the classroom. Therefore, the researcher does the research under the title "**Online learning implementation during the Covid-19: the experience of Students and Teachers of**

Junior High School in EFL classrooms". In this case, the researcher is interested in examining the experiences, challenges, and strategies of students and teachers in overcoming the challenges in online learning implementation in junior high school.

1.1. Problem Identification

Referring to the preliminary results, teachers and students of SMP N 5 Tejakula have experience in online learning, followed by the challenges they face and the strategies taken to overcome them. In other words, several challenges affect the implementation of online learning in this school. During the COVID-19 pandemic, teachers are encouraged to change their teaching methods from conventional (face-to-face) to online learning. In performing online learning in a classroom with a large portion of English, the teachers build a suitable communication mechanism with students in an online learning environment. Many challenges arise because teachers must apply the online class method as a new experience. Even though it has been going on for some time, there are still challenges, especially for new students in 7th grade. As a result, the implementation of online learning does not run smoothly.

1.2. Limitation of the Problem

This study is limited to examining the experience of teachers and students in implementing online learning, the challenges they face, and how they overcome its challenges, particularly in managing the online classroom, during the COVID-19 pandemic, based on the guidelines provided by Kemendikbud (2020). It was conducted at SMP N 5 Tejakula, Bali, especially in the EFL classroom.

1.3. Research Problem

Regarding the background of the study, the researcher formulated the problems as follows:

1. How are the experiences of the teacher and students in implementing English online learning in the EFL classroom during the pandemic?

2. What are the challenges for the teachers and students in English online learning?

3. What are their strategies for facing the challenges during online learning?

1.5. Research Objectives

Based on the research problems, the objectives of this study are:

1. To describe the experiences of teachers and students of junior high school in implementing online learning in the EFL classroom during the Covid-19 pandemic.

2. To discover their challenges in online learning during the Covid-19 pandemic and strategies for overcoming the challenges.

1.6. Significance of the Study

The results of this study are expected to provide benefits for some parties, such as:

1.6.1. Theoretical significance

The findings of this research are expected to contribute to education, that is, adding the knowledge about the experiences of teachers and students in implementing online learning in teaching English during the Covid-19 pandemic, especially in junior high school. Besides, it will help the readers understand the application of online

learning at schools, especially in junior high school. Moreover, it contributes to the advancement of teaching and learning theory, particularly in teaching English as a Foreign Language (EFL) through an online learning environment in the midst of the pandemic.

1.6.2. Practical Significance

1.6.2.1. Educational institutions

For educational institutions, the results of this study are expected to help consider a better online learning system.

1.6.2.2. For teacher

This present study can be a reference for the teachers in online learning implementation, especially in EFL classrooms during the Covid-19 pandemic. The teachers should pay more attention to the challenges faced during online learning and use the opportunities that make them more accessible in online learning so that the learning objectives can be achieved optimally although they use online learning.

1.6.2.3. For the students

The finding can be a learning reference for students to understand the implementation of online learning. It also can help teachers determine the appropriate media that can be used in online learning based on the students' needs so that the students can enjoy learning even though it is done online.

1.6.2.4. For further researchers

It can also be a reference for other researchers who want to conduct a study on a similar topic. In this case, it can also motivate the other researchers to do research related to the implementation of online learning in junior high school during the Covid-19 pandemic. Further, they can develop research with different subjects or add variables related to online learning during the Covid-19. Thus, it can give more information about education, especially in teaching.