

# CHAPTER I

## INTRODUCTION

This chapter presents research background, problem identification, and research limitation, statement of the problem, research objectives, and research significances.

### 1.1 Background of the Study

The COVID-19 pandemic has stunned the world. This virus began spread in the early year 2020 in Indonesia and has affected every aspect of life, including education. The COVID-19 epidemic has had an effect on the educational system's learning process, especially in Indonesia. As a result of the epidemic, normal classroom instruction has been curtailed (Simamora, 2020). Indonesia's Ministry of Education and Culture (Kemendikbud) has issued Circular Letter No. 4 directing all educational institutions to temporarily halt the traditional teaching-learning process in light of the virus's fast spread. Students, instructors, and educational staff are all being taught from home via online learning in order to protect their health and break the chain of transmission of COVID 19. (Kemendikbud, 2020). As a consequence, the way in which all online teaching and learning activities, including English lessons, are conducted undergoes significant change (Rifiyanti, 2020).

Learning at home through online learning is deemed the safest method

since the government did not want the COVID-19 virus to grow more widespread in educational institutions or institutions of higher learning (Susilowati, 2020). Furthermore, online learning is a type of education that does not require direct teacher-student interaction. Students and teachers/instructors communicate via electronic media through the internet network in different locations at the same time in online learning (Singh & Thurman, 2019 as cited in Nasution and Ahmad, 2020). This is positive sides of online learning, because the learning process is not limited by time and space, Sujarwo et. al.,(2020). It is also

support by (Al-Taher & Al Balas, 2020), states During the time when schools are closed, online learning may play a critical role in ensuring that students and teachers can continue their work.

Since the corona virus was discovered, the educational system has faced a challenge in how to keep the infection from spreading too far. Teachers throughout the globe have come up with a solution to this issue known as "remote teaching," which utilizes technology to conduct the educational process in this day and age. According to (Sujarwo et al., 2020), instructors throughout the world are turning to remote teaching as an alternate teaching method to combat the current state of educational systems. Remote teaching, according to (Sangita Arunkumar et al., 2020), is a teaching method in which students are taught over the internet and other forms of electronic communication.

Even when schools are closed, online learning is a powerful tool for reactivating classrooms (Herliandry, et al, 2020). Teachers and students are not

obliged to attend face-to-face classes in this kind of online learning (Alam, 2020). Thus, instructors may establish a learning environment without the need for face-to-face sessions or physical contact. As far as online learning activities go, it may either be done synchronously or asynchronously (eg, through e-mail and online discussion forums), depending on the needs of the student (Simamora, 2020). Simultaneously, synchronous online learning may be used to replicate the traditional classroom atmosphere. Asynchronous online learning, on the other hand, allows students and instructors who aren't able to log in at the same time to access the material whenever it's most convenient for them (Hrastinski, 2008). Because internet learning may be used to study any topic, including languages, online learning is regarded the most ideal technique (Mardiah, 2020).

This pandemic has also taken a toll on Indonesia's education system. Because so many schools are closed, many educators and students are forced to work from home. Since Indonesia's education and culture ministry has closed schools, instructors and students can no longer participate in face-to-face teaching and learning, as Harapan (2020) explains. Because of a rise in corona virus cases, the Indonesian education and culture ministry has announced that all educational institutions would be required to do remote teaching beginning in March 2020 (Atmojo & Nugroho, 2020). In a developing nation like Indonesia, this presents a fresh challenge since many instructors have yet to adapt to the new technology.

The implementation of online learning in Indonesia is significant challenges for both teachers and students. According to Agung et al., (2020), the majority of students stated three aspects that are problematic in online learning; the availability of an internet connection, the accessibility of learning media, and the capacity of

students to operate tools to access the media, nonetheless, students' IT literacy has risen as a result of this learning, even though their gadgets do not support this technological development. The most common issues that Indonesian teachers have while implementing online teaching include a lack of preparation and planning, as well as a lack of technological mastery, particularly in rural areas (Epriana, 2021). It is in line with (Putra, 2020), states that teachers had some difficulties teaching English using online platforms, including: scheduling difficulties, trouble selecting the optimal online platform for students, and unstable network. (Sutarto e. a., 2020), states that, the teacher's methods for increasing student interest in learning were to enable students to grasp the significance of learning, make learning materials short, clear and engaging.

Several 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. Next, the other research mentioned by Sujarwo et al., (2020), conducts a study entitled "An Analysis of University Students' Perspective on Online Learning in the Midst of Covid-19 Pandemic". The data in this study were collected through interviews and a general inductive approach. This study only focused on university students.

According to the previous studies, this study was different from other previous

studies. In the previous study only investigated the teachers' experience and university students in online learning. There is no specific information about teachers' and students' experiences, especially in implementation, challenges, and strategies of online learning in rural primary school. In this case, the researcher did preliminary research to choose a school to do this study. The purpose of this research is to collect the data in which it is become the reason of choosing an appropriate school. After did the research, SDN 3 Pedawa become place of this study. However, when doing pre-observation at SDN 3 Pedawa, English teacher and the students have a negative view of online learning, because of the challenges experienced by teacher and students in the implementation of English online learning.

According to preliminary research in SDN 3 Pedawa, the implementation of online learning showed a discrepancy from what being expected. Based on the preliminary research, it was found that the teacher faced many challenges which impeded its effective implementation. Besides that, EFL teacher at SDN 3 Pedawa is a teacher who comes from one of the foundations (Bali Children Foundation). On the other hand, there are some students who are blank spot in their area. That is why the researcher interested to do research at SDN 3 Pedawa. Based on the phenomena found, the researcher was interested to conducted this study with the topic teacher's and students' experience toward implementation of online learning.

## **1.2 Problem Identification**

Referring to the result of preliminary research, the teacher and the students at SDN 3 Pedawa faced various challenges which impeded the process of online learning such as, unstable signal or internet connection, lack of mastery technology, and the teacher and students were not ready to conduct this kind of learning.

Consequently, the implementation of online learning did not run effectively due to this situation at SDN 3 Pedawa.

### **1.3 Limitation of the Study**

The study was focused on teacher's and students' experience in implementation of English online learning. Then the study focused on challenges and strategies that teacher and students experienced before at SDN 3 Pedawa.

### **1.4 Research Question**

Based on the background explained above, the problem identified as follows.

1. How were the experiences of EFL teacher and students at SDN 3 Pedawa in implementing English online learning during COVID-19 Pandemic?
2. What were the challenges faced by EFL teacher and students in implementing English online learning during COVID-19 Pandemic at SDN 3 Pedawa?
3. What were teacher's and students' strategies to overcome the challenges in implementing English online learning during COVID-19 Pandemic at SDN 3 Pedawa?

### **1.5 Research Objectives**

Based on the research questions above, the objective of this study can be formulated as follows.

1. To determine the experiences of teacher and students implementation of English online learning during COVID-19 pandemic.
2. To find the challenges faced by the EFL teacher and students.



3. To find the strategies that teacher and students use to overcome the challenges in implementing English online learning at SDN 3 Pedawa.

## **1.6 Research Significance**

The result of this study is expected to give both theoretical and practical significance.

### **1.6.1 Theoretical Significance**

The theoretical significance of the present research is to describe and identify the implementation of online learning, the challenges, and the solution that the teachers and students do in online learning English during COVID-19 pandemic in rural primary school. It will also give contribution in the development of teaching and learning theory, especially in teaching English as EFL (English as a Foreign Language) through online learning environment amidst the pandemic situation. Then, this research was expected to support several fields related to the implementation of learning English, such as; material development, micro teaching, and etc.

### **1.6.2 Practical Significance**

#### **1. For teacher**

From this study, the researcher hopes that the information and the data that collected by the researcher can helps teachers to provide information about EFL teacher experiences of online learning during COVID-19 pandemic in rural primary school in Buleleng regency. Therefore, they can prepare as well, in order to achieve the optimal learning.

#### **2. For students**

From this study, the researcher hopes that the information and the data that collected by the researcher can helps students to provide information about EFL students' experiences of online learning, problems that may arise and how to deal with these problems in online learning during COVID-19 pandemic in rural primary school in Buleleng regency. Besides that it can be additional information in ELT course, especially in English online learning.

### **3. For future researcher**

From this study, the researcher hopes to be able to provide information and increase readers' knowledge based on the researcher's experience, so that this research can be used as a reference in designing similar research with a more in-depth analysis of the implementation of online learning.

### **4. Government**

The results of this study can be used as a reference for the government to gain improvement the quality of education system in Buleleng regency.

