

CHAPTER I

INTRODUCTION

This part contains about the background of this research included the review of the phenomenon that happened to education during pandemic outbreak. This part also included the gap of this research, problem identification of this study, limitation of this study, research questions, purposes of this study, significance of the study, and the definition of the key terms of this study.

1.1 Research Background

Pandemics gave a lot of impact on the world. It impacted many sectors and with no exception to the education sector. Now, many teaching and learning activities in the world are implemented by remote teaching models to make the student could still do their lessons. The impact of pandemics on education is that it made new problems that the educator never found before happened. The impact of the pandemic on education is also explained by (Vlachopoulos, 2020) as cited in (Gyampoh, 2020) which most teaching activities are implemented from home through a remote teaching model. Most of the conventional learning is changed to online learning to decrease the deployment of COVID-19. In this case, technology development may support their teaching and learning activities. (Wen & Hua, 2020) said that in this pandemic era technology is the key to the implementation remote teaching model. It could help the teachers to teach the student through a remote teaching model even though the students live in a different city or different island. It also helps the students still can do a lesson from home to

decrease the deployment of COVID-19. Sangrà et al. (2012) as cited in (Gyampoh, 2020) also stated that in this era technology and education is become two things that relate to each other and are also inseparable.

According to Sangrà et al. (2012) as cited in (Gyampoh, 2020) technology is a tool that was used as a medium to support the teachers teach their students through remote teaching model. Malik (2020) as cited in (Noor et al., 2020) argued that by delivering distance education on a global scale, technology has been seen as part of the remedy to deal with this troubling circumstance and minimize the impact of school closures. A good collaboration between technology and education may could help the teacher to improve the quality of their teaching activity especially in implementing remote teaching model. (Davis et al., 2019) stated that the teacher also can develop their teaching activity and prepare many source of material by using the development of technology. (Davis et al., 2019) argued that online course has their own standard on their material. So, in implementing remote teaching model the teachers have to become a good facilitator, and be a resourceful teacher for make the students easier to understand the material.

(Wen & Hua, 2020) argued that many online instructional technologies are being created to promote and advance learners' learning processes to meet the demands of Education 4.0, such as Google Classroom, Schoology, Moodle, etc. Teachers can upload all sources related to the learning materials and assignments to virtual classes. Students must complete all of the materials and upload their assignments through the platforms. By using the platform, the teachers and students can access the portal at any

time using smartphone apps for those interactive classes. Razak. et al. (2018) as cited in (Wen & Hua, 2020) stated that Teachers were prevented from using online instructional technology in their lessons due to a lack of infrastructure, according to the report. As a result, in addition to offering a forum for teachers to make a communication with the students, the government would now offer computers, internet access, headsets, and microphones to teachers. According to Zhang et all (2020), as cited in (Wen & Hua, 2020) Because of the unexpected school's closures, some teachers were unprepared to implement remote teaching. Even though the majority of the participants in this study believed that they had adequate access to the facilities and teaching services needed, the majority of the teachers worked in urban schools. Teachers in rural schools can have trouble connecting to the internet. Online learning was previously described by Sharma and Kitchens (2004) as cited in (Wen & Hua, 2020) as the use of web-based training facilities, such as virtual universities and classrooms, that allow for digital collaboration and technology-assisted distance learning.

As found by Azimi (2013) there are no significant differences in remote preparedness among colleges based on their categories (government, private-aided, and private-unaided). (Phan & Dang, 2017) argued that since online education is still relatively new in the world, the country's educational system must be prepared to be thoughtful and well-prepared while employing this learning delivery style. The failure of educational programs may be due to a lack of understanding about online learning. The integration of technology, learning content, and human resources, including

leaders, administrators, faculty members, staff, students, and other stakeholders, is fundamental to the growth of online education. Whereas a growing number of academic leaders believe that online education is essential to their long-term plan.

Yulianto et al., (2020) as cited in (Rusdi, 2020) said that many people assume that when teachers have to conduct remote teaching, the teachers have less accountability than when they have to do the traditional teaching-learning activity. On the other hand, Azzahra (2020) as cited in (Rusdi, 2020) argued that in fact, online learning presents its challenges, such as how to create an effective and meaningful learning activity that is consistent with existing teaching media to keep students involved their self. To make their teaching and learning activity effective they can choose a media as a tool as comfortable as the teacher easier to use, but the media have to make the students easier to understand the material and give a freedom for them to express their creativity in their learning process. The teachers also have to think creatively, make innovations, and always evaluate their teaching strategy after the teacher teaches their students to make the students get a better experience through the process in their every teaching and learning activity.

Ally (2008), Davies (2014), and Fuller & Yu (2014) as cited in (Albrahim, 2020) found that remote teaching has some advantages for learners. That is, offering more versatile learning environments, opening networks for synchronous and asynchronous contact and interaction, allowing for more cooperation and interaction with peers, having links to learning opportunities in different formats, and encouraging authentic and positioned learning. Synchronous is a learning process that occurs when

the students and the teachers do their teaching and learning activities by doing virtual meetings. The instructors take the attendance in these classes, much like they might in their classroom. Asynchronous is a learning process that occurs through online activity through an online platform such as a media like Google Classroom, Schoology, etc.

For the first time, a pandemic was made a lot of education systems have to change to remote teaching. Several studies related to the implementation of remote teaching were also had been conducted by a lot of researchers. As cited in (Nugroho, et al. 2021; (Alahmadi & Alraddadi, 2020); Zhou et al., 2020) it was become a challenge for the teachers to adapt themselves for implement remote teaching. However, the teachers also need to learn about the use of technologies that can help or support them in implementing remote teaching. As found at (Putri & Sari 2021; Dolighan & Owen, 2021) preparing the technology may help the teachers to reduces the difficulties in implementing remote teaching. Moreover, (Chaeruman, 2017) found that the procedures in implementation remote teaching also important to help the teachers facilitated and lead the students to reach their needs. Even though those studies were already discussed the implementation of remote teaching, they still provided less of information about how the English teachers prepare, procedure, implement and they way to assess their students'. There was a propensity that previous studies had separately conducted to address the previous concern. Therefore, it is required to have a study that beneficial to implicate English teachers to report their preparation, procedure of remote teaching implementation and students learning assessment at the same time in a one single study. By addressing those issues above within a one single

study, it made this study different from those previous studies. Besides that, this study was specifically focused and described about the remote teaching implementation phenomenon of EFL teachers. Moreover, most of the previous studies were conducted in other areas than Bali. Thus, it is necessary to investigate the mentioned phenomenon in Bali.

From the result of the preliminary research data, the researcher had decided the setting of this study. The school that was chosen by the researcher was SMAN 1 Sukasada. It was decided because the school had fulfilled the predetermined criteria for the setting of the study. The criteria were that the setting should be implementing remote teaching and the school should be located in Bali to fill the gap of previous studies.

1.2 Problem Identification of The Study

This part was described the problem identification of this study. From the previous study that related to the implementation of remote teaching, the researcher found that they had discussed about the preparation, procedure, and the challenges in the implementation of remote teaching separately. In this study, the researcher had compiled those three aspects and added one more aspect that not least in the implementation of remote teaching namely, students' assessment. Furthermore, there were some problems that commonly found based on the previous study. Technology issues were cited at (Zhou et al., 2020), internet connection could be found at (Peimani & Kamalipour, 2021), and teachers less of experiences was found by (Hale & Bridges, 2020). Those things were made the researcher to conduct this research deeply, and

analyzed some aspects included EFL teachers' preparation, procedure, challenges, and student assessment related to the implementation of remote teaching.

1.3 Limitation of The Study

Based on the problem identification, the focus of this study is limited to the implementation of remote teaching in teaching English during this COVID-19 outbreak. The researcher wants to find out the readiness of the teachers at SMA N 1 Sukasada in implement remote teaching. This study also aims to investigate the way of the teachers in conducting the assessment when they implement remote teaching during this COVID-19 outbreak.

1.4 Research Questions

Based on the research background, the research questions are formulated as follows:

1. How did the English teachers at SMAN 1 Sukasada prepare their remote teaching in teaching English?
2. How did the English teachers at SMAN 1 Sukasada implement their remote teaching?
3. How did the English teachers at SMAN 1 Sukasada assess their students' learning during implement remote teaching?
4. What challenges were encountered by the English teachers at SMAN 1 Sukasada in implementing remote teaching?

1.5 Purpose of The Study

Based on the research questions above, purpose of the study can be seen as follows.

1. To describe the English teachers' preparation of their remote teaching activities at SMAN 1 Sukasada.
2. To analyze the way of English teachers in implementing their remote teaching at SMAN 1 Sukasada.
3. To describe the way of English teachers, assess their students learning during remote teaching at SMAN 1 Sukasada.
4. To describe the challenges encountered by the English teachers in SMAN 1 Sukasada while implementing remote teaching English.

1.6 Significance of The Study

This study was focused on the implementation of remote teaching of EFL teachers at Buleleng, Bali. There were two significant of this study that were described in this part. For specifically, the significant of this study was explained as follows:

1. Theoretical Significance

The significance of the research is used to find out the readiness of the EFL teachers to implement remote teaching related to the implementation, procedure, evaluation, and challenges aspect.

2. Practical Significance

a. For the teachers

The result of this study may beneficial for the teachers to improve their teaching skill in implement remote teaching.

b. Other researchers

This study can be used as a reference to another study in the future that discuss about the same topic.

c. Government

The results of this study can be used as a reference for the government to improve the quality and provided a better education system in Buleleng regency.

1.7 Definition of Key Terms

1.7.1 Theoretical Definition

Remote teaching is a teaching-learning activity that is implemented by distance learning which supported by the technology as a medium to conduct the lesson and delivered the material (Bazan, 2016).

1.7.2 Operational Definition

Remote Teaching: The process of English teaching and learning activity that implemented remotely through Whatsapp application.

