CHAPTER I

INTRODUCTION

This chapter presents research background, problem identification, research limitation, research questions, research objectives, and research significances.

1.1 Research Background

The outbreak of COVID-19 pandemic has caused changes on all aspects of life in all fields, including education. Many countries decided to close schools and colleges to minimize the spread of the virus, as well as Indonesia (Syah, 2020). The Ministry of Education and Culture (Kemendikbud) first made a policy through Circular Letter No. 4 concerning the implementation of education in an emergency for the spread of COVID-19 in which all the activities at schools and colleges have to be suspended temporarily and the teaching-learning activity is carried out at home through online (Azzahra, 2020). It is conducted to make all lessons can still be taught to students (Rasmitadila et al., 2020). In addition, it considers the safety and health of students, teachers or lecturers, education staff, and the community.

According to the government's policy, online learning becomes a solution to the impact of COVID-19 on education. It means that the learning process conducted face-to-face must be changed to online (Sadikin & Hamidah,

2020). According to Moore, Deane and Galyen (2011), online learning is a learning that uses technology and internet network with accessibility, connectivity, and flexibility. In addition, according to Dong et al. (2020), online learning emphasizes Internet-based learning offered synchronously and asynchronously that provide opportunities for student interaction with learning resources both teachers and classmates. Synchronous learning is a form of learning where there is direct interaction among teachers and students simultaneously using online forms such as online chat and video conferencing. Meanwhile, asynchronous learning is a form of learning indirectly which means students learn at different times using an independent learning approach (Rasmitadila et al., 2020). Online learning is different from conventional or face-to-face leaning where students are required to enter the classroom physically to participate in the learning process (Rojabi, 2020). In the implementation, online learning brings together the teacher and students to conduct the learning interaction via internet (Kuntarto, 2017). It allows students to work at a place and time that suits their learning needs (Gilbert, 2015). By this, the teacher and students can still conduct the teaching-learning process even though in different places.

Online learning that has been implemented globally during pandemic is not a new practice. However, it is a new thing for schools which are not ready to implement it. Some reasons are they have no experience in online learning and lack of educational infrastructure (Harnani, 2020). Teachers and students are lack of mastery of information technology which can be seen from teachers who are unable using various of online learning media. In addition, the high

cost of media technology devices is also the problem in the implementation of online learning (Daheri et al., 2020 as cited in Adi et al., 2021). However, to obey the government policy and avoid the danger of coronavirus, thus all schools both in cities and rural areas must implement online learning. Thus, by implementing online learning, teachers can create more varied learning models and students can learn independently as well as easily develop their skills and knowledge.

In the implementation of online learning, teacher is the main factor that can determine its success. This is because, according to Anderson (2004), online teacher has a role as instructional designer, facilitator, and director. Teacher should provide significant learning experience, carefully facilitate content that can support the learning, as well as direct students to help them develop their skills and knowledge (Anderson, 2004). It indicates that teacher is the most essential factor in the success of online learning because they are the leader and controller in the learning process. However, leading the online learning to make it success is not an easy matter. As an instructional designer, teacher requires to ensure the quality of instruction by creating an innovation to promote the goal of online learning. The ability of teacher in designing the innovation have powerful effect on students' learning progress (Isman, 2011). The more the innovation that is applied, the more effective the learning will be (Russel & Schneiderheinze, 2005). If students show better learning progress than before the innovation was implemented, it means that the online learning has been successful.

The concept of innovation provides a view that there is something is new, unique, and interesting (Faridi, 2009). It can be defined as creativity that must be new to the world, certainly new to some applicants or context (Anthony, 2012). Moreover, Songkhram (2013) stated that innovation is products, strategies/techniques, new knowledge and procedures that have never happened, or existed products, procedures, strategies/techniques that are developed or revised which provide good result. This means that innovation is not only about creating something new, but also improving something that already exist to be better. Similarly, Shalikhah, Primadewi and Iman (2017) explained that innovation is used as a form of change to improve previous conditions in order to be more useful and promote better learning. In addition, to be innovative, something must be done in new way and different from the previous context existed (Stauffer, 2015). He also indicates innovation that is created must somehow benefit to someone or something, effective, and work. On the other hand, Vikas (2020) explain that innovation is the use different way of looking at problems and solving them. Innovation in educational context must follow the changing of the world, but it is not about the use of new technology (Whattananarong, 2011; Vikas, 2020). It can involve a new way of thinking that help students in developing their problem solving skills and creativity. Creating an innovation should be in accordance with the needs thus it can promote better learning outcomes (Sintapanon, 2009; Seechaliao, 2017).

Furthermore, SMA Negeri 1 Cluring, Banyuwangi regency, East Java, which was the place of the research, followed the government's policy to implement learning from home during the COVID-19 pandemic. Based on the

preliminary research, all teachers in the school are required to carry out online learning to teach students, as well as the EFL teachers. However, the sudden online learning policy made the teachers experience obstacles in the early implementation of online learning. In English online classes, particularly, the EFL teachers stated that teaching English online to students is a challenge. This was because English is a subject that is considered difficult by students, even in face-to-face classes. Then, it was important for the teachers to learn something new that can be used to help them in teaching. In this case, the EFL teachers had tried to implement innovation in teaching with a lot of preparation to overcome the obstacles faced and make online learning successful. The innovation used by the EFL teachers in teaching not only deliver the material to students, but also create active interaction in online class and encourage students to explore knowledge independently. Since the EFL teachers used innovation in online learning environment, thus they became the subject of the research.

As aforementioned, the EFL teachers of SMA Negeri 1 Cluring, Banyuwangi regency revealed that they made innovation in online learning. However, the innovations were unidentified in detail, as well as the implementation of these innovations. Thus, the statement of the teachers resulted in two research questions that needed to be studied. In addition, this research was also important to be conducted since there was no research that analyze teachers' innovation in teaching English online. Therefore, the present study was conducted to investigate the teachers' innovation in English online learning and its implementation during the COVID-19 pandemic.

1.2 Problem Identification

Since the COVID-19 pandemic attacked Indonesia, the government had firmly formed a policy in which all activities in school must be suspended. Thus, the teaching-learning activities are carried out online from home. The sudden and unprepared online learning is burdensome for teachers and students, especially those who have no previous experience of using it. As in SMA Negeri 1 Cluring, based on the result of preliminary research, the teachers have changed the learning method from face-to-face learning to online learning. this is certainly a challenge for teachers, particularly the EFL teachers. Therefore, the teachers must create and implement innovation in the teaching-learning in this COVID-19 era in order to be able to build effective learning and good interaction with students in an online class environment. However, the innovation used by the EFL teachers was not specifically known. Considering that to find out what innovations were used by the EFL teachers and its implementation was important, then this research was conducted.

1.3 Research Limitation

The current study was limited on analyzing the instructional innovation in online learning, especially in English context. In addition, this study was only focused for English teachers at SMAN 1 Cluing, Banyuwangi regency. The school was chosen in this study because of some reasons which are the school conducted online learning during the COVID-19 pandemic, as well as the teacher implemented new and different ways in teaching. Furthermore, this

study tried to identify the innovation used by the teacher and how it was implemented in teaching English to students during online learning.

1.4 Research Questions

From the research background above, the research question investigated in this study can be stated as follows:

1. What are the innovations used by EFL teacher in English online learning during COVID-19 pandemic?

2. How is the implementation of the innovations in English online learning during COVID-19 pandemic?

1.5 Research Objectives

1.5.1 General Objective

The general objective of this study is to find out the instructional innovation that the teacher used in teaching English to students through online learning.

1.5.2 Specific Objective

1. To find out the teacher's instructional innovation in English online learning at SMAN 1 Cluring, Banyuwangi regency.

2. To describe the implementation of the teacher's instructional innovation in English online learning at SMAN 1 Cluring, Banyuwangi regency.

1.6 Research Significance

The researcher expected that this research could give some benefits, especially in English online learning context. The result of this research is expected to be used theoretically and practically.

1.6.1 Theoretical Significance

The result of this study is expected to provide information about the innovation used by the teacher in teaching English through online learning during the COVID-19 pandemic. The result will also strengthen the theory of innovation by Rogers (1983), especially innovation in English instructional that is implemented in online learning during the current pandemic condition.

1.6.2 Practical Significance

1. For Teachers

The result of this research is expected to be useful for English teachers as they could innovate the instructional especially in English online learning context. Thus, the teacher can improve the way of teaching English to be more active and effective even in online learning.

2. For Future Researchers

This study is useful to provide information and reference for future researchers who want to study the same case related to the

implementation of innovation in online learning with more intensive research