CHAPTER I

INTRODUCTION

This chapter contains background of the study, identification of the problem, limitation of the study, research problem, objectives of the study, and significance of the study.

1.1   Background of the Study

COVID-19, a global public health emergency, was first identified as a potential coronavirus disease epidemic by the World Health Organization (WHO) in January 2020, and then as a pandemic in March 2020. The Corona Virus Diseases 2019 (COVID-19) pandemic has been going on for more than a year. Apparently, this has a huge impact on various field such as the economy sector, travel and tourism, and education for no exception. One of the impacts is on the education sector by disrupting learning in schools (Fitriani et al., 2020). During this pandemic outbreak, people cannot just sit back and wait for the outbreak to end. It is impossible to ignore the fate of students, so the government decided to change the learning system into online learning. Fitriani et al., (2020), states that the government is implementing a new policy to close face-to-face learning activities to prevent the spread of the virus. Based on this situation, educational institutions instruct that learning will be carried out online because it is not possible to hold face-to-face learning as usual (Fitriani et al., 2020). This is in accordance with the statement of Firman and Sari, R.R (2020 as cited in Fitriani et al., 2020) that during the pandemic, online learning is an

alternative way that can be done. For the implementation of online learning, the learning media will use more communication media such as computers, handphones, and internet connections.

Online learning is a learning method in which students and teachers/instructors interact via electronic media through the internet network in multiple locations at the same time (Singh and Thurman, 2019 as cited in Nasution and Ahmad, 2020). Allen & Seaman (2007 as cited in Efriana, 2021) adds that online learning is a method of education that does not require direct contact between both the teacher and the learners. Simply, people need to keep their distance so that the COVID-19 virus does not spread due to interactions between people. It could be said that direct interaction is no longer possible. Oblinger and Hawkins (2005 as cited Arkorful and Abaidoo in 2014) highlighted that online learning has evolved from an entirely online course to leveraging technology to provide part or all of a course regardless of fixed time and location. In a line with that, Twigg (2002 as cited Arkorful and Abaidoo in 2014) characterized e-learning or online learning as centered on the student and its design as including an interactive, repeated, self-paced, and configurable system. That means that the application of online learning will focus on the activities carried out by the students themselves because they will be active in learning. Thus, in the middle of the COVID-19 epidemic, online learning is seen to be the finest option for teaching and learning activities (Fitriani et al., 2020).

Agung et al., (2020) which states that the availability of an internet connection is one of the factors that become an obstacle in online learning. Internet accessibility is very important because it is the key to communication

and interaction of online learning. It means if internet access is not obtained properly, online learning will be disrupted. Likewise with student motivation, Hermanto and Srimulyani (2021) stated that online learning causes students to lack of concentration and motivation in accordance with the challenges that researchers have found at SMA Laboratorium Undiksha. In addition, the length of online learning makes students bored. The statement above is strengthened by Irawan et. al., (2020) that shows the psychological impact experienced by students from online learning is boredom. For the above challenges, teachers and students must find their own strategies to solve difficulties during online learning.

Apart from the results of pre-observation regarding the phenomena that existed at SMA Laboratorium Undiksha, this school has its own uniqueness because they reduce class hours to reduce student boredom, which was previously 90 minutes for one subject, changed to 40-50 minutes. Teachers always try to teach maximally in every meeting based on their online learning adaptation lesson plans in which teachers combine synchronous and asynchronous learning. Each student who is late in submitting assignments will be given additional time because grades are difficult to obtain during online learning so that each student can pass. In addition, the school provides online learning support facilities if students experience difficulties in online learning such as Wi-Fi and computers that students and teachers can use. Finally, this school has strict regulations, teachers will contact the counseling department and parents if students are rarely absent, do not submit assignments, or other problems so that they can find win-win solutions.

Based on previous research, an article entitled "The Challenges of Online Learning During the Covid-19 Pandemic" by Hermanto & Srimulyani (2021) examined the challenges during online learning. In the article above, they found that online learning causes impacts such as lack of student discipline, chaos in internet access, decreased social interaction, lack of concentration and motivation. The article above uses educators and students from all over Indonesia randomly for the survey. In addition, another previous study entitled "Problems of Online Learning during the Covid-19 Pandemic in EFL Classroom and the Solution" by Efriana (2021) examined problems as well as solutions during online learning faced by EFL teachers and students, and students' parents.

In relation to previous research, the subject used was too broad, while other study used EFL students and educators as the subject. To fill this gap, the researcher had in mind to do the research with a similar topic entitled "Teachers' and Students' Experiences in the Implementation of Online English Learning at SMA Laboratorium Undiksha Singaraja". This study focuses on the online learning experience of teachers and students, the challenges they face, and the strategies they use to deal with them, especially at the high school level which is located in the middle of the city, precisely at SMA Laboratorium Undiksha Singaraja.

1.2 Problem Identification

Unfortunately, it has been more than a year since online learning has taken place, teachers are still at war with the challenges that exist during online

learning. Based on the pre-observations conducted by the researcher, it was found that there were several challenges faced by teachers and students at SMA Laboratorium Undiksha Singaraja, as follows.

1. Teachers are aware of a decrease in students' learning motivation due to decreased student response and participation during online learning.

2. The teacher was still trying to provide interesting and teaching materials by adapting the conditions and situations of students.

3. Students felt bored and lacking of enthusiasm because of the length of online earning.

4. The internet network and unstable signals have an effect on the online learning process.

1.3   Limitation of the Study

Considering the amount of time and the available resources, the researcher determined to set limitations for the current research to be more specific and explicit. For this reason, the researcher limited this research and only focused on the experience of learning English online by teachers and students in schools during the pandemic, examining the challenges experienced, and the strategies used by teachers and students in dealing with their challenges at SMA Laboratorium Undiksha Singaraja. This study used a qualitative descriptive method. The subjects in this study consisted of 3 English teachers and language classes students from all grades (X IBB, XI IBB, and XII IBB). The total subjects in this study are 34 respondents including teachers and students that were collected through convenience sampling strategies.

1.4 Research Problem

1. What experiences did teachers and students get during the implementation of online English learning during the pandemic in SMA Laboratorium Undiksha Singaraja?

2. What challenges were faced by the teachers and students in learning English online during the pandemic?

3. What strategies did teachers and students take to overcome the challenges they faced in online English learning during the pandemic?

1.5 Objectives of the Study

1. To describe and analyze the experiences of teachers and students during the implementation of online English learning in SMA Laboratorium Undiksha Singaraja during COVID-19 pandemic.

2. To identify the teachers and students' challenges that they faced in learning English online in SMA Laboratorium Undiksha Singaraja during COVID-19 pandemic.

3. To identify the strategies used by the teachers and students to overcome the challenges they experienced during online learning at SMA Laboratorium Undiksha Singaraja.

1.6 Significance of the Study

a. Theoretical Significance

In terms of theoretically, the current research is expected to provide a conceptual contribution to online teaching and learning activities and to

support theories related to the online English learning experience of teachers and students, the challenges they faced, and strategies to deal with it. In addition, this research is expected to provide scientific insights that may become relevant literature.

b. Practical Significance

In terms of practically, the current research is expected to provide valuable contributions to the broader communities such as; English teachers, students, and future researchers.

1. For teachers and school

The current research can be supplementary information and knowledge for teachers to create a more attractive teaching and learning media and material, build a pleasing atmosphere in learning process, and be able to adapt the design and teaching method which are suitable for use in online learning. In addition, the results of this research support improving teachers' performance during teaching and for the school as the provider and facilitator for students' and teachers' needs.

2. For students

The results of this current research can provide insight for students about learning experiences in online learning, its difficulties and strategies. Hence, this research is expected to be able to provide new information and knowledge so that the identical difficulties that may arise in the future can be handled better by students.

3. For the future researchers

This current research can be a reliable knowledge and information, increase readers' insight 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.