CHAPTER I

INTRODUCTION

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

1.1 Research Background

The world is currently hit by a pandemic known as Corona Virus Disease (COVID-19) so the opportunity to implement English and all of the subject matters at school is disturbed by the essence of Corona virus (COVID-19) pandemic. The spread of COVID-19 affects all levels of educational institutions in Indonesia. The presence of a pandemic hampers the implementation of the teaching and learning process, as a result, schools were unable to provide direct/face-to-face learning and were forced to rely on an online process (daring), from Kindergarten to University level (Saputra, Hikmah, Yustitia, Saputra, Wahab, & Junaedi, 2021). This also based on The Ministry of Education and Culture of Indonesia (Kemendikbud) through Circular Letter No. 4 has regulated all educational institutions must temporarily halt the conventional teaching-learning process. All lessons are taught from home using online learning in order to protect the health of students, teachers, and educational staff while also breaking the chain of transmission of COVID-19. (Kemendikbud, Pedoman Pelaksanaan belajar dari rumah selama darurat bencana COVID-19 di Indonesia, surat edaran sekretaris jenderal no. 15 tahun 2020, 2020).

Online learning is a type of learning that is supported and facilitated by information and communication technologies (Surani & Hamidah, 2020). Online learning means conducting learning activities by using online media and replacing face-to-face meetings with internet-based virtual meetings. In terms of implementation, online learning needs the use of mobile devices such as smart

phones or Android phones, laptops, and computers in order to access data at any time or place (Saputra, Hikmah, Yustitia, Saputra, Wahab, & Junaedi, 2021). Various applications and platforms can be used, such as Whatsapp, Telegram, Zoom meeting, Google meet, Google classroom, Edmodo, and others. Interaction in learning can take place through apps such as classroom, video call, phone or live chat, Zoom, or WhatsApp groups (Surani & Hamidah, 2020). Learning through this format can connects students with geographically separated or distant learning resources, allowing them to communicate, interact, or collaborate (synchronously and asynchronously) (Saputra, Hikmah, Yustitia, Saputra, Wahab, & Junaedi, 2021). Furthermore, the use of technology media assists teachers and students by allowing them to access learning materials and interact directly in the classroom, as well as outside the classroom via online media.

In online learning the teachers can create a learning environment online without the necessity for in-person sessions or direct physical contact. Online courses can be taken synchronously (which offers real-time or live learning via video conferencing) or asynchronously (learning does not occur in real-time, e.g., e-mail and online discussion forums) (Simamora, 2020). Here, Synchronous online learning has the potential to replicate the conventional classroom environment (Keegan, Fritsch, & Ó'Suilleabháin, 2005). On the other hand asynchronous online learning allows students and teachers who are unable to be online at the same time to access content at a time that is convenient for their needs (Hrastinski, 2008). In accordance with the implementation of online learning, Kemendikbud, through Circular Letter of Secretary-General No. 15, which about guidelines for implementing learning from home during the COVID-19 pandemic, mentions that both teacher and students have their own role in the implementation of online learning during the COVID-19 pandemic (Kemendikbud, Pedoman Pelaksanaan belajar dari rumah selama darurat bencana COVID-19 di Indonesia, surat edaran sekretaris jenderal no. 15 tahun 2020, 2020).

Although all of the school in Indonesia already implemented online learning, there are some problems of this kind of learning model (Allo, 2020). A problem is

defined as something which acts as a hindrance to the process of online learning (Subedi, Nayaju, Subedi, Shah, & Shah, 2020). In online learning, it is possible that problem will lead to failure. Regarding the problems in online learning, there are various problems faced such as: students tend to become bored and stop paying attention if the learning media is not varied (Efriana, 2021). Students' lack of focus makes studying inefficient and unpleasant. Another problem is that some parents and students may not have access to a computer or an Android device. The problem is not just a lack of facilities or equipment for learning, but also a lack of internet access. Furthermore, despite having access to the internet, students still have connection problems because of their residential areas (Efriana, 2021). However, online learning is not applicable in all areas. It is challenging to learn online in remote areas due to internet signal limits and a lack of access and resources for online learning (Febrianto, Udah, & Megasari, 2020).

Furthermore, in the place of study, the implementation of online learning showed a difference from what being expected. Based on the preliminary research, it was found that the teachers and the students faced many problems which impeded its effective implementation. During of COVID-19 pandemic, all teaching and learning processes in SMA Negeri 1 Banjar, Buleleng regency, Bali, Indonesia, were conducted online, as well as for EFL classes. The school required all teachers to teach through the online learning method. When performing preliminary research with one of the English teacher of XI IBB class at SMA Negeri 1 Banjar, the researchers discovered various problems with conducting online learning in which: (1) at first the teachers were not ready to conduct this kind of learning; (2) the teachers had limited preparation and experience in implementing online learning since they usually conducted the learning process in a direct meeting (offline); (3) the teachers must adjust themselves to this change of learning method because it was the only option left for them; (4) the teachers were not familiar in using online learning platforms or applications (5) some students have a devices problem and a few students do not have devices such as smartphones or laptops as online learning media; (6) a number of students live in areas that have poor internet access.

As previously stated, in SMA Negeri 1 Banjar the EFL teachers faced problems in implementing online learning during the COVID-19 pandemic since it was their first time conducting full online learning that replaced face-to-face classroom interaction. Moreover, based on the preliminary research, in teaching EFL during the pandemic, the teacher did not only give the students task and asked them to do it but also regularly interacted and communicated with the students being taught. For most of the time the teacher did interaction and communication in Google Classroom and WhatsApp (in the group or private chat), not only for interaction and communication but also in term of giving the assignment for the students. The teacher rarely conducted video conference through Zoom or Google Meet because not all of the students can join due to connection problem and even internet quota. According to Circular Letter of Secretary-General No. 15, teachers must create a proper communication mechanism with the students during the implementation of online learning in order to facilitate students' learning (Kemendikbud, Pedoman Pelaksanaan belajar dari rumah selama darurat bencana COVID-19 di Indonesia, surat edaran sekretaris jenderal no. 15 tahun 2020, 2020).

Referring to the preliminary research results, the teachers and the students became the subject of the study since they are the key factor in implementing online learning during the COVID-19 pandemic. This present study currently lies in the experience of senior high school teachers' and students' online learning in their English class. This research will focus to determine the experience of teachers and students of rural Senior High School in implementing online learning, the difficulties (problems) that they faced, and how the teachers and students deal (strategies) with the problems in implementing online learning during the COVID-19 pandemic in SMA Negeri 1 Banjar. This study was conducted based on the guidelines for implementing learning from home during the COVID-19 pandemic regulated by the Ministry of Education and Culture or Kemendikbud.

1.2 Problem Identification

The EFL teachers and students in IBB classes faced various problems that prevent the process of online learning. In other words, a number of problems affected the implementation of online English learning in IBB classes. During the COVID-19 pandemic, teachers were urged to change their teaching methods, which were from conventional (face-to-face) learning methods to online learning methods also some students have a devices problem and lived in areas that have poor internet access. Many problems appeared since the teachers and the students had to apply this kind of learning method in a sudden and unprepared situation, especially in managing the online classroom. As consequence, the implementation of online learning did not run effectively due to this situation.

1.3 Research Limitation

The present research only focuses on the implementation of online learning in rural senior high schools which take place at SMA N 1 Banjar. This study was limited to the teachers and students experience in implementing online English learning at SMA N 1 Banjar based on the Kemendikbud guidelines (Kemendikbud, Pedoman Pelaksanaan belajar dari rumah selama darurat bencana COVID-19 di Indonesia, surat edaran sekretaris jenderal no. 15 tahun 2020, 2020). It also restricts with the students and teachers in senior high school at SMA N 1 Banjar in facing the problems and what strategies do the teachers and students do to overcome the problem during the online learning implementation. The online learning platform is restricted to Google Classroom and WhatsApp group since the teachers rarely conducted the teaching-learning activities in Google Meet or Zoom application.

1.4 Research Questions

Based on the background explained above, the research questions identified as follows.

    1.4.1   How is the implementation of online English learning during the COVID-19 pandemic at SMA N 1 Banjar?

1.4.2 What are the problems faced by teachers and students in implementing online English learning during the COVID-19 pandemic at SMA Negeri 1 Banjar?

1.4.3 What are the teacher's and students' strategies to overcome the problem during the implementation of online English learning in SMA N 1 Banjar?

1.5 Research Objectives

1.5.1 To observe the implementation of online learning in English course during the COVID-19 pandemic at SMA N 1 Banjar.

1.5.2 To identify the problems faced by teachers and students in implementing online English learning during the COVID-19 pandemic at SMA N 1 Banjar.

1.5.3 To describe strategies the teacher's and the student's do to overcome the problems in implementing online English learning during the COVID-19 pandemic at SMA N 1 Banjar.

1.6 Research Significance

This research is expected to give positive contribution in the theoretical and practical significance.

1.6.1 Theoretical Significance

The result of this study is expected to give information about the implementation of online English learning at SMA Negeri 1 Banjar, the problems faced by the teachers and the students in implementing online English learning, and strategies used by the teachers and students to overcome the problem in implementing online English learning during the COVID-19 pandemic. It will also give a contribution to the development of teaching and learning theory, especially in teaching English as EFL (English as a Foreign Language) through an online learning environment during the pandemic situation.

1.6.2 Practical Significance

1. For teacher

The result of this study is expected to be useful for teachers to guide them in designing and implementing effective online learning in their classes. It may also be considered by teachers to be better in implementing online learning to teach students both as a replacement for conventional classrooms or as a complement to the learning process, particularly in a pandemic situation. In addition, the information regarding the problems and the strategies for implementing online English learning in this research can be used by teachers as feedback to become more innovative and capable of integrating online learning into the teaching-learning process.

2. For students

This research is expected to provide students with information on the application of online learning, problems that might occur and the effective strategies to overcome the problems in online learning during the Covid-19 pandemic. It may also as student's consideration to add the knowledge about online-based learning in the Covid-19 pandemic.

3. For future researcher

The result of this study is expected to become a reference for other researchers in designing similar research with a more in-depth analysis of the implementation, the problems, and the strategies of online learning, especially in English subject matters during the COVID-19 pandemic.

4. For the Goverment

The result of this study is expected to be references for the government to improve the quality of education in Buleleng Regency.