

CHAPTER I

INTRODUCTION

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

1.1 Research Background

Learning process is defined as an activity of learning in which there is an interaction between teacher and students (Asa, 2020). Teacher and student become the important components in designing the learning process. Nowadays, the learning process should be meaningful in order to attract students' attention. It can be done by the assistance of technology (Ghavifekr & Rosdy, 2015). Puspitarini and Hanif (2019) argue that the use of technology as a learning media influence positively the learning process. It can make the learning process more interesting due to new design of learning. Technology helps teacher to design a new activity and situation in learning. The use of technology also supports the success of learning process. The success of the learning process can be seen from reaching the goal of education in which the students have competency (Pane & Dasopang, 2017). Therefore, in this current situation, the use of technology is needed to achieve a successful learning process which leads to qualified outcome.

In Indonesia, the teaching and learning process is mostly done face-to-face, where teachers and students meet and carry out learning activities in the

classroom. In the current learning process, teachers expect students to have 21st century learning skills which consist of critical thinking, communication, collaboration, and creativity (Partnership for 21st Century Skills, 2006). Some abilities need to be developed in this 21st century learning process. The 21st century is characterized by the development of the digital era, the industrial revolution, and the connection between one person and another. By having 4 basic skills, students are expected to be informative children and have high competitiveness, so that later students grow and develop to be independent and confident. Because of the development of digitalization at this time, inevitably all levels of society must follow its developments. Likewise with schools in Indonesia, teachers, and students must be prepared to follow existing developments so as not to be left behind by changes.

Teachers, students, and even parents should be able to use technology and communication media to communicate effectively and think critically to solve problems. However, in reality, 21st century learning has not been maximized. There is still a gap between rural and urban communities that occurs in Indonesia. Various locations consisting of mountainous areas and islands and the low quality of human resources make the learning process of the 21st century still a common obstacle to face, especially in education. In line with this, the government has implemented various innovations to advance education in Indonesia. The 2013 curriculum (K13) is one of the implementations that guide the Indonesian students to become smart, creative, innovative, productive, effective, and faithful. Therefore, this curriculum prioritizes character education and focuses to build the student's good character.

Nevertheless, the 2013 curriculum is certainly still far from perfect. There is an internal challenge where the condition of education with the lack of population development. Then, the external challenge, adequate teaching-learning facilities are not available yet. Due to its limitations, the government finally revised the curriculum into several changes. However, the revised curriculum (the 2016 curriculum) is not much different from the revised version of curriculum 2013. Currently, some schools are using the 2013 curriculum. One of them is SMA Negeri 4 Singaraja, located in Buleleng Regency, Bali. This curriculum makes teachers and students work together to make learning situations conducive. The students' character education becomes the focus of this curriculum. The teaching and learning process uses the student center approach to build active participation during the learning process. Hence, teachers should not be left behind. They require to up to date with the teaching and learning situation, both in providing materials and using facilities. Thus, if the teachers, students, and parents understand the technology, the teaching and learning process will be effective and efficient.

However, since the spread of COVID-19 for more than a year, the learning process has been carried out through online learning as the best option to avoid viral diseases. COVID-19 is a viral disease that can be transmitted through breathing drops and can interfere with the respiratory system causing fatal diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). Therefore, to avoid spreading COVID-19, the government urges all people to limit activities outside the home, especially for activities that cause crowds (Rahiem, 2020). The government provides a solution

to implementing WFH or work from home to minimize the spread that is currently rife. This virus is being investigated by experts. Thus, everyone should minimize their activities, except those who work in hospitals, banks, and other jobs that cannot be replaced. In contrast, teachers, office workers, and even workers in the tourism areas, as well as laborers, are all affected. As a result of the pandemic and social restrictions, there are also many layoffs. Even in Bali, many parents do not have a job as a result of this dismissal. This has an impact on the family's financial condition. Many feel depressed because they lost their jobs. They are confused about how to deal with life and the cost of food, household needs, also children's education expenses. The teachers also similarly have difficulty in adapting new habits such as teaching the students online. Teachers are asked to teach so that students still understand the material presented. The learning process is carried out from home using applications that support the online learning process, such as Google Meet, Google classroom, Edmodo, Skype, Zoom, and many more.

In the implementation of online learning during COVID-19 pandemic, some previous studies had revealed some challenges faced by teacher and students. Suputra et al. (2020) found out some challenges in implementing online learning in elementary school. The challenges covered the students' economic background in preparing gadget and quota, internet connection, time, materials, and miscellaneous capability of students. In addition, Anugrahana (2020) also found that the challenges in conducting online learning in online learning were the availability of hand phone, lack of internet connection, lack of quota, lack of students' motivation in learning, and assessment. Moreover, Ismail et al. (2020) revealed some challenges in online learning higher learning institution, namely:

internet problems, technical problems, learning references/materials, worries on online learning, lack of ICT skill, family problem, health issues, and non-conducive environment. Efriana (2021) divided the challenges into two sides, namely: teacher and student challenges. The teacher challenges covered understanding on subject material, lack of ICT knowledge, and limited time to manage online learning. On the student challenges, the problems were the lack of device availability, motivation, and internet connection (Karuniasih, 2022). From the results of the previous studies above, the challenges in online learning are internet connection, assessment, mobile device, students' interest, and environment.

Considering the findings above, there are some challenges from the previous studies which are similar to the present study. The previous study revealed that the assessment and students' interest became the challenges in conducting online learning. It was related to the result of the initial observation in which the assessment could not be valid. It is because the teacher is difficult to find out whether or not the students do their homework by themselves. In addition, some students were late to submit their home assignment. It indicates the lack of students' motivation in learning. Although the online learning during COVID-19 pandemic has already happened for over a year, these challenges still exist now. However, the initial observation has also revealed another different challenge from initial observation. It showed that health issue becomes one of the challenges.

In online learning, teacher tends to give a lot of homework that make students feel anxious. This situation can trigger student's mental illness which

affect learning process (Andiarna & Kusumawati, 2021). The disruption of learning process may lead a new challenge for teacher in handling online learning. Therefore, health issues can be considered as one of the challenges to be researched in the present study. Regarding to the explanation mentioned above, this research aims at describing teacher challenges and finding solutions as the best way to avoid challenges for the future, especially in SMA Negeri 4 Singaraja. This research was done since the teacher in SMA Negeri 4 Singaraja faces many challenges during the online learning implementation. This study was important to be discussed since the spread of COVID-19 that made the teaching and learning processes were not done through face to face. Hopefully, the results of the present study could help the teachers, schools, and the students to anticipate the same condition in the future.

1.2 Problem Identification

Regarding to the illustrated background above, the implementation of online learning faces many challenges. Teacher encounters problem in conducting online learning. The present study identified the challenges faced by the teacher in teaching English during COVID-19 pandemic and the alternative to cope those challenges at SMA Negeri 4 Singaraja.

1.3 Research Scope

This study focused on the challenges of English teachers at SMA Negeri 4 Singaraja who apply online learning methods, such as 1) school facilities that do

not support e-learning activities, 2) the inability of teachers to access technology, 3) the limitations of students in accessing the internet, 4) parents' support system in the learning process, and 5) economic background and difficulty explaining the material by the teacher and problem understanding the material by students.

1.4 Research Questions

Based on the background of the study above, several questions of this study can be formulated as follows.

1. What are the challenges encountered by English teachers' SMA Negeri 4 Singaraja in Buleleng sub-district in online learning implementation during today's unprecedented time of COVID-19?
2. How do English teachers of SMA Negeri 4 Singaraja in Buleleng sub-district cope with those challenges in online learning implementation during today's unprecedented time of COVID-19?

1.5 Research Objectives

Based on the research questions above, the objectives of this study are described as follows.

1. To describe the challenges encountered by English teachers' SMA Negeri 4 Singaraja in Buleleng sub-district in online learning implementation during today's unprecedented time of COVID-19.
2. To describe the solution from the challenges in online learning implementation during today's unprecedented time of COVID-19.

1.6 Research Significances

This research is expected to be beneficial in some aspects as follows.

1.6.1 Theoretical Significance

Theoretically, the results of this study are to add some information about the challenges faced by the English teachers at SMA Negeri 4 Singaraja and the solutions to these challenges.

1.6.2 Practical Significances

Practically, the results of this research give beneficial contributions to students, English teachers, and other researchers.

1) The Students

This research is expected to help students, especially students at SMA Negeri 4 Singaraja to understand the online learning challenges and find solutions.

2) English Teachers

The result of this study is expected to make English teachers, especially at SMA Negeri 4 Singaraja, understand what challenges are faced during the online learning process. Thus, the teachers can learn and apply solutions to these challenges.

3) Other Researchers

This study provides an opportunity for other researchers to carry out further research on an ongoing basis in a more authentic situation about the

challenges faced by English teachers during the online learning process during the COVID-19 pandemic.

