

BAB I

INTRODUCTION

I.1 Research Background

Education is one of the most important fields and requires special attention from all levels of society because education plays an important role in developing human resources that play a role in shaping students into national assets that are expected to be productive human beings. To be a productive human being must master an international language. As we know that English is an international language. So English is very important for people in this global era, many people in this world use English. In order to achieve the goal of National Education and improve the quality of education, the teaching process should be focused enough by involving teachers and students. A teacher is a professional personality whose main task is to educate, led by hand, guide, and train and evaluate students. And the student is a subject of study who has the potential of the unit and the characteristics that determine the success of education. Students' ability to respond to and apply the material and use the material greatly affects learning outcomes.

Teaching English in Indonesia is important for improving students' skills. Since English is a foreign language, learning English has rules for Indonesians. For this reason, people should be able to communicate in English as well. In Indonesia, this language is a foreign language that everyone should master, especially for students. Realizing its importance, the government decided that English should be taught from elementary school to university to improve the quality of human resources in Indonesia.

As we all know today, the world is facing an extraordinary pandemic, which is the spread of the coronavirus (covid19). The virus was first discovered in the city of Wuhan, China. Many people are infected with this virus. This virus is spreading all over the world, including Indonesia. Hundreds or even thousands of people in every country of the world are infected with this virus. This virus is taking many lives. To prevent the

spread of the coronavirus, many public places such as shopping malls, schools, offices, hotels and tourist spots are closed to reduce crowds.

The COVID-19 pandemic has also had an impact on education in Indonesia. With this interaction restriction, the Ministry of Cultural Education of the Republic of Indonesia also issued a policy on March 24, 2020, namely by disbanding schools and replacing the teaching and learning process (KBM) with an online system based on the Circular of the Ministry of Education and Culture n. 4 of 2020 regarding the implementation of the Emergency Education Policy for the Spread of COVID-19, the circular explains that the learning process takes place at schools. This is done in the education world as a volition to online literacy so that the tutoring and literacy process can continue during the lockdown period. In addition, it can feed scholars with a meaningful literacy experience. Life chops education can be emphasized at home, also in relation to the epidemic.

According to Isman, online literacy is the use of the Internet network in the literacy process. With online literacy, scholars and preceptors have the freedom to study when and where they want. Scholars and preceptors can agree on a time to study. Scholars can communicate with preceptors through a variety of operations, including Google Classroom, videotape conferencing, phone or live converse, drone, and WhatsApp groups. This literacy is a pedagogical invention designed to answer the challenge of the lack of disparate literacy coffers. Characteristics of learners affect the success of a model or literacy medium.

Online Learning activity is not as smooth as expected, there are still problems faced by teachers and students in implementing online learning. According to (Azainil et al., 2020), the delivery of material by the teacher is one of the problems faced by the teacher so that it makes students less understanding of learning. Besides that, the less understanding of senior teachers using applications in the online learning process is a problem that is also faced. These various problems can make learning ineffective.

Changes in Offline learning to online learning have constraint when daring is held, such as tutor needing to have knowledge about new learning

methods or media related to online learning and not all teachers, especially senior teachers, understand the use of technology, students are less able to understand the material delivered through online learning, not all students have an accessible signal in their environment, and they require a large share of the connection.

According to one article of (Medi & Satap, n.d.) , online newspaper namely "The Jakarta Post" with the news entitled "Distance learning threatens to exacerbate education inequality in Indonesia". This news was published on Sunday, July 19, 2020. In the news, it is stated According to a survey published on Thursday by the SMERU Research Institute, while teachers in major cities in Java had adequate facilities to teach their students online, teachers in villages, particularly those outside of Java, had to visit their students' homes to give and collect homework due to a lack of access to the internet and digital devices. Students (who do not have access to technology) are mostly from state schools in villages, particularly outside of Java. They are more likely to drop out of school.

News published on July 21 2020 also has the same content. This news stated that while school closures have a positive side (homeschooling programs where students can continue to study), the real victims of government school closure orders are students from low-income families and students in underfunded schools. This is because these students do not have the devices and internet access to join Daring, and schools cannot teach online. Unlike New York, where the devices are distributed to students by private schools and companies, there has been no such effort in Indonesia.

According to an article entitled "COVID-19 and E-Learning: the Challenges of Students in Tertiary Institutions"(Aboagye et al., 2020), this study found accessibility to be the most important issue facing students in fully daring situations, although all other problems reported higher averages. Again, this research also shows that students are not ready for a full online experience, while social and faculty issues influence students' intention to study online.

Based on previous research entitled “Problem of Online Learning during Covid-19 Pandemic in EFL Classroom and the solution” by (Efriana, 2021), The study revealed there are 3 points of the problem of online learning during the pandemic, namely: Teachers’ Problems, Students’ Problems, and The Students’ Parents' problems. The understanding of the subject material, the Teachers’ ability to use technology in online learning, and limitation in the learning controlling are problems of online learning by the teacher. On the other hand, problems of online learning by students are students may do not have devices as online learning media, less enthusiastic to participate in online learning even though they are supported by facilities like an internet network. And the condition of students’ parents affects in implementation of online learning. In addition, some parents complain that online learning adds to their expenses, namely internet costs.

So based on the previous study, the problems of online learning can be faced in various areas including in rural area schools. Schools which located in the rural area tend the English teacher facing some problem when online learning based on the previous explanation. It makes crucial to explore the teacher especially the English teachers to investigate their problem in teaching English because it could open the opportunity to see widely the real situation of the teachers as one of the stakeholders in school which is rarely to be known. As the schools in Sepang village that the village is indicated as a rural area.

Sepang village is categorized as a rural area because it fulfills the criteria of rural area based on Scoring Analysis for Urban Indicators by Indonesia Central Bureau of Statistics (Statistical Yearbook of Indonesia 2020, 2020) that focused on the population density, percentage of agricultural households, and the number of urban facilities. So, from the scoring, if the total score of the village is less than 10, it belongs to rural, while if the total score is or more than 10, it is categorized as urban area. In addition, Sepang is located in Busung Biu District, Buleleng Regency and Bali Province where most of the people are farming and have limited access to the city. Sepang village is 39.4 km from the nearest town Singaraja.

Sepang village has several boundaries, namely, in the north it is bordered by state forest and Unggah village, in the east by Punchaksari village, in the south by Teesta village, and in the west by the state forest.

There is only one secondary school in Sepang village, namely SMPN 3 Busung Biu.. Based on the pre- Interview, both teachers said if the Sepang village is collated in the rural area because of lack of internet connection because not all students can access the application that use in online learning. The teacher said that it is a problem for the teacher because the teacher needs to use online learning during the pandemic to reduce crowds.

1.2 Problem Identification

Based on Online learning is a great way to solve the complex problems of education in a pandemic era. However, several schools in Buleleng Regency conducted online learning activities less effectively. One of them is SMP N 3 Busung Biu which is located in the Sepang village. Teachers at these schools faced some problems in doing online learning while the school year still apply. Limited internet access is the common problem that faced by teacher. In conclusion, even the English teachers of SMPN 3 Busung Biu had told the researcher if only internet access was their problem, but the researcher believes that there is some other problem that might be faced by the teacher and the students in online learning.

1.3 Research Limitation

The focus of this research is to find out the problems of English teachers and students in online learning and how teachers overcome these problems during the pandemic at SMPN 3 Busung Biu in rural Sepang.

1.4 Research Questions

Based on the research background and identification of previous problems, the research questions posed in this study are:

1. SMPN 3 What are the barriers faced by English teachers and students in online learning during the pandemic in Busung Biu?

2. How do teachers solve the problems they encounter?

I.5 Research Objectives

Based on the research questions, the research objectives of this study are as follows:

1. Learning about the problems English teachers and students are facing in online learning during the pandemic at SMPN 3 Busung Biu
2. Investigating how teachers deal with problems

I.6 Research Significance

The significances of this research are as follows:

1.6.1. Theoretically

The expectation of the result this study can contribute in “*Theory and practice of distance education*”.

1.6.2. Practically

The result of this study expected to give useful contribution for teacher, university students and the government.

1.6.2.1. For English Teachers

The result of this study is expected to give some benefits in the education field especially for English teachers and students, for example, the teacher will have better teaching because they can try how to overcome the problems that they find in online learning same as faced by an English teacher at SMP N 3 Busung Biu. The teacher also will be more prepared to reach the learning goals.

1.6.2.2. For EFL Teacher Candidates

The result of this study is expected to be a lesson for EFL teacher candidates including future teacher candidates, in order to understand how to overcome the problems in the online learning.

1.6.2.3. For the government

Because this study specifically examines the problems faced by English teachers at SMP N 3 Busung Biu while teaching

during the pandemic, the results of the study can be used as a basis for consideration for other policies in the educational system which is not only focused on the school in the urban areas.

