CHAPTER I

INTRODUCTION

This chapter presents an introduction of this study. This chapter covers the research background, problem identification, research limitation, research question, the purposes of the study, and research significance.

1.1 Research Background

For almost many years, onsite learning has been a learning model used by teachers to convey knowledge to students, but the case of COVID-19 pandemic brought a significant impact on the education field. For over two years, specifically from March 2020 to April 2022, teachers used to learn through online learning platforms. The year 2022 can be considered the transition period to onsite learning since students are back implementing learning at school. The long time online learning conducted during the Covid-19 period impacted the teachers' and student learning process. For instance, students make little or no progress during online learning because of weak infrastructure and long school closed (Engzell et al., 2021). This is also followed by research conducted by the Ministry of Education and Culture that the Covid-19 pandemic has caused significant learning loss (Ministry of Education and Culture, 2021). Therefore, onsite learning is carried out to reduce this impact after Covid-19 decreases. Of course, learning in the onsite period before and after will be different, as Setyaningsih (2022) claimed, even more about how teachers adjust and determine teaching and assessing strategies.

Returning to onsite learning, the Ministry of Education and Culture (Kemendikbud) gives school principals to choose the curriculum applied in each school, such as the 2013 Curriculum and the Merdeka Curriculum (Kemendikbudristek, 2022). The learning process in the 2013 curriculum is based on a scientific approach that asks students to be more active in developing knowledge, skills, and attitudes through authentic assessment (Saputra, 2019). On the other hand, the Merdeka curriculum gives teachers flexibility in designing learning strategies according to the student learning environment (Kemendikbud, 2022). The choice of curriculum is used as an effort in the management of changes in the learning system. In other words, the adaptation process to teaching and learning in onsite learning was carried out under the curriculum used by the schools. In addition, the different situations before and after learning during the pandemic can impact onsite learning, such as adjusting the use of online media in the learning process. This follows Setyaningsih (2022) stated that learning switches back to the old practice of learning, where teachers and students regenerate the learning process to onsite learning.

For over two years, teachers have taught online, which impacts technology adjustments in the learning process. Tosik and Hebebci (2022) stated in their research that online learning provides a positive experience for the digital competence of teachers and students, which can be implemented in the learning process. The use of technology in helping learning activities in the classroom is called Technology-based learning (Mejia et al., 2019). Many researchers are finding the use of technology in the learning process for instance (Sari & Putri,

2021; Sasikala et al., 2021). For example, Sari & Putri (2022) found some learning media that English teachers use as LMS, such as WhatsApp, Youtube, and Powtoon.

Moreover, Sasikala et al. (2021) observed Kahoot, Google Forms, and Mentimeter as assessment tools. These studies give teachers an overview of technology-based learning, especially online media, to innovate learning strategies. In addition, the use of technology in helping online learning positively impacts teachers in adjusting the use of technology in learning strategies during the onsite learning transition.

Teachers use many teaching approaches to interest students' motivation during learning. Therefore, designing teaching strategies becomes the second adjustment that must be made in every learning process. In the 2013 curriculum, a scientific approach believed in increasing knowledge, skills, and attitudes through three learning methods; project-based learning, problem-based learning, and discovery learning (Suratri, 2018). Moreover, PP No. 19 of 2005 Chapter 4, article 19 paragraph (1) states that teaching strategies must implement I2M3 (interactive, inspirational, enjoyable, motivating, and challenging) to make students participate actively. It is continued in paragraph (3) that each educational unit must plan the learning process. Technological developments also influence learning process planning. Thus, the use of technology in education can be used by teachers to look more varied and modern, which can assist in implementing interactive, inspirational, enjoyable, motivating, and challenging.

Several studies were conducted to know teachers' strategies, especially using technology. For example, Kusuma (2020) conducted research by providing a

project to improve speaking practice through flipped classrooms and found increased student learning achievement. Moreover, Qadriani (2022) found that blended learning was a language learning model that would be widely applied in the post-pandemic era. However, there is not yet effort toward the strategy or method used after onsite learning is returned. Therefore, it draws attention to know how the strategies are conducted, especially at senior high schools, after implementing onsite learning.

The strategy in providing the assessment is another aspect that a teacher needs to have. The assessment aims to determine the strengths and weaknesses of the learning process (Widiastuti et al., 2021). There is also research that claims assignments can determine the level of students' understanding of the material (Joyce et al., 2018). In Permendikbud number 104 of 2014, some assessment techniques and instruments apply authentic assessment for teachers to use in the learning process, such as observation, self-assessment, peer assessment, anecdotal records, written tests, oral tests, assignments, practice, projects, and portfolios. It was continued that the assessment can monitor and detect the need for learning outcomes according to the formative and summative assessment, also following the principles of assessment.

On the other hand, technological development makes assessment easier, with some learning platforms to assess and evaluate learning outcomes. Therefore, some researchers mention assessment strategies that can be carried out using online media. For example, Sasikala et al. (2021) in their research stated that the use of technology in assessment strategy could be assisted by many types of platforms,

such as giving quizzes on online platforms like Quizizz and Google Forms. Nevertheless, no one has observed the studies concerning the assessment reconduct to the onsite learning. Therefore, it draws the research attention to know the strategy in assessment at senior high school after online learning.

Based on the preliminary interview conducted with the English teachers in SMA Negeri 2 Singaraja, the teachers were adjusting the curriculum implemented at the school. However, after learning returns to normal 100%, there are two curriculums used by this school, they are 2013 Curriculum (K13) for 11th and 12th and Curriculum Merdeka for 10th. In addition, this study only focuses on learning using the 2013 Curriculum, especially for classes 11th and 12th. Thus, the learning strategy used by English teachers both in teaching and assessing use during the learning process is the scientific approach and authentic assessment under the 2013 curriculum for 11th and 12th grades. Of course, with the return of onsite learning and the use of the same curriculum, problems can arise due to readjusting the learning process carried out by the teacher to students in onsite learning. In addition to the problems in adjusting the strategy, other issues might be encountered in the learning process.

Many researchers observe what obstacles can be encountered in teaching. For example, Setiowati (2019) found five problems encountered during teaching. There are: 1) learning processes where there is a lack of interaction between the teacher and students or vice versa, 2) student behavior with uncontrolled classroom management, 3) poor mastery of learning material, 4) choice of methodology that doesn't switch with material, and 5) instructional media that are still not mastered.

Apart from implementation in teaching, other problems are in assessing students. For example, Nuriana (2018) states that the difficulties in providing assessments are limited time, large students, and directing good personalities to the students in learning objectives. In another research, Purnamasari (2022) added that the difficulties experienced by teachers in implementing authentic assessments were students who were passive during the activity. In addition, the unpreparedness of learning strategies causes learning loss due to significant changes in the learning system.

Based on the explanation above, many studies have been conducted to examine teaching and assessing strategies (e.g., Firdaus & Astutik, 2021; Kusuma, 2020; Sasikala et al., 2021; Shakina et al., 2022; Widarini et al., 2021, Widiastuti et al. 2021). However, observing teaching and assessing strategies for onsite learning as a new system re-implemented after online learning is necessary. Also, the problems that may be encountered during onsite learning. Based on these concerns, this study aims to describe the teaching and assessment strategies applied in one of the public schools in the Buleleng district, SMA Negeri 2 Singaraja, and discuss the problems faced by teachers during the transition from online to onsite learning.

1.2 Problem Identification

The effects of the Covid-19 pandemic require learning online from home. This effect also requires teachers to adapt how learning from home is conducted, where the first thing is to use technology as a learning medium. Moreover, adjusting the strategy in teaching and assessing also needs to be considered. Further, strategies

in teaching and assessing can be obstructed due to challenges or obstacles that cannot be covered, especially in online learning. One of the obstacles in online learning is learning loss due to reduced student interest in learning after approximately two years of learning with online platforms. With this issue in online learning, re-implementing on-site learning can be considered as onsite transition learning, in which students returned to schools and maintained the health protocols. By conducting onsite learning, re-adaptions are made to teaching strategies and assessments to deal with existing problems, especially using the 2013 Curriculum in classes 11th and 12th.

1.3 Research Limitation

This research was part of a larger research. This study was conducted in one of the public schools in Buleleng regency, SMA Negeri 2 Singaraja. This study focused on identifying strategies in teaching and assessment carried out by English teachers in teaching 11th and 12th classes during the transition period. Also, this study aims to discuss the problems teachers found in the English teaching and assessing process at SMA Negeri 2 Singaraja.

1.4 Research Question

Related to the background and identification of the problems, this study was motivated to research English teachers' efforts in organizing learning during the transition period. Therefore, this study asked the following research questions:

1. What strategies are used by the teachers in teaching English during the onsite transition period?

2. What strategies are used by the teachers in assessing English during the onsite transition period?

3. What are the problems encountered by the English teachers in teaching and assessing students learning in SMA Negeri 2 Singaraja?

1.5 The Purposes of the Study

In line with the research questions above, three research purposes can conclude bellows:

1. To identify the strategies teachers used in teaching English in the onsite transition period in SMA Negeri 2 Singaraja.

2. To identify the strategies used by the teachers in assessing English learning in the onsite transition period in SMA Negeri 2 Singaraja.

3. To describe the problems experienced by the teachers when assessing and teaching strategies to the students in the onsite transition period in SMA Negeri 2 Singaraja.

1.6 Research Significance

Based on the research question above, it is hoped that this research can be directly or indirectly beneficial as follows:

1) For English Language Education (S1)

This study is expected to find the pedagogy of teaching English during the transition, including the teaching and assessing strategy. This will be beneficial for both teachers and future teachers to know about adaptive skills that they need to have to be ready to face every learning situation and will be beneficial as a resource in the Teaching English Foreign Language course since it is related to innovative learning, the teaching strategy, and assessing strategy.

2) For other research

This research can be treated as firsthand empirical evidence to support further research on improving English teachers' professionalism.