

CHAPTER I

INTRODUCTION

This chapter discusses the research background, problem identification, research questions, purpose, limitation of the study, and significance of the study.

1.1 Research Background

Onsite or face-to-face learning has become a conventional learning model in education. In Indonesia, onsite learning has been conducted for many years. Still, onsite learning has been temporarily suspended since the pandemic to avoid the spread of the Covid-19 virus from March 2020 until March 2022. Since that, the pandemic has had a massive impact on the education field. The government started implementing onsite learning again after the pandemic situation improved. This onsite learning is considered an onsite transitional period since the learning process still needs to be adjusted with the current situation and adapted to the previous learning system. The adjustments are in using technology in learning, teaching, and assessing strategies (Prastya, 2022). Teachers, especially English teachers, must use their adaptive skills during the onsite transitional period to design the teaching and assessing strategies that are appropriate to the school environment and students' needs during the onsite transitional period.

During the onsite transitional period, teachers tried their best to use technology-based learning to facilitate the learning process. It might be a challenge for teachers without experience in using information technology-based learning (Artini, et al., 2022). The 21st century is often related to the era of technology, which takes an

essential role in education (Raja & Nagasubramani, 2018). Nowadays, technology information is hugely improved, and the beneficial impact makes it useful in all aspects of life. This impact causes the role of technology in education, both for teachers and students, necessary. At present, the use of technology in education is not new and is inevitable. Education after the pandemic must be facilitated by platforms such as e-learning, Learning Management Systems, and some application to ease and support the learning process (Abduloh, et al., 2021). Surprisingly, WhatsApp, which is not considered as technology-based learning, becomes one of the effective applications that can be utilized during the onsite transitional period and improve students' motivation in learning (Susilawati & Supriyatno, 2020). Even though the learning activities are already conducted face-to-face, teachers and students still use technology to support the learning activity, and it is also adjusted to students' needs.

Besides using technology during the onsite transitional period, teachers must also design teaching strategies to make the learning experiences effective. There are so many things that need to be considered by teachers before applying a teaching strategy. The strategy used in teaching English might be adapted to the current situation in or outside the class. In this case, teachers use their adaptive skills to design the teaching strategy in the English classes to be appropriate for the students, facilitation, and the condition during the pandemic, especially now in the onsite transition period. It is necessary to adjust the teaching and assessing strategies again during the onsite transitional period to improve the teaching quality appropriate to the materials and the situations.

In the onsite transition period, the government made some efforts, including facilitating learning activities during the pandemic and post-pandemic, by allowing the school to operate again. The learning activities can be done through online, limited face-to-face, and blended learning. Moreover, during the post-pandemic situation, the government started implementing Kurikulum Merdeka for the 10th-grade students to catch up with the learning loss that happened during the pandemic. As the Head of the Education Unit, UNICEF Indonesia, Katheryn Bennet states that, face-to-face learning is the only way to overcome the learning crisis. (Pengelola web kemdikbud, 2022, available in Kemendikbudristek Imbau Seluruh Pemangku Kebijakan Dukung Pemulihan Layanan Pendidikan, Kemedikbud). So, the implementation of onsite learning and the adaptation done by teachers can optimize the learning activities (Lindawati & Rahman, 2020).

The learning activity in the onsite transition period is done by limited face-to-face learning and still implementing the health protocols (Halimah, et al., 2022). During the implementation of face-to-face learning in the post-pandemic era, teachers were demanded to have an excellent ability to manage classroom activities by designing learning strategies so that the learning activity could be done effectively. Teachers need to use their creativity to create learning strategies starting from pre-activity, whilst-activity, and post-activity (Mitro, 2022). The classroom activities during the onsite transition period are done through group work, utilizing technology such as e-learning and WhatsApp groups, and explaining the material. Students are also allowed to use online media to support them in comprehending the material. Through the learning

strategies designed by the teachers, it is expected that students can improve their creativity.

During the onsite transitional period for 11th and 12th grades, the regulation is still implementing the 2013 curriculum. To make onsite learning effective, teachers can implement the I2M3 standard process in accordance to PP Number 57 of 2021, Chapter II, article 12 paragraph (1), which states that I2M3 is set as the national education standard. It is mentioned that the learning activities must be conducted in *interaktif* (interactive), *inspiratif* (inspirative), *menyenangkan* (fun), *memotivasi* (motivational), and *menantang* (challenging). Still, teachers need to give the students a chance to express their creativity, competency, and interest in learning. So, teachers must be good role models for the students and able to facilitate students. Teachers need to design the teaching strategies with the implementation of the I2M3 standard process because during the pandemic, students were not experiencing real-time learning, so it is teachers' chance to optimize the learning process and catch-up on the learning loss by implementing the I2M3 standard strategy.

Since teaching and assessing are inseparable, it is essential to explore how teachers assess their students. The government hoped teachers could implement integrated assessment in the learning process. That is why teachers need to implement assessing strategies while students are learning (assessment as learning), during the process (assessment for learning), and after the learning (assessment of learning) learning (Padmadewi and Artini, 2019). According to Umam & Latif (2020), assessment as learning is a formative assessment that is conducted during the learning process. It also

involves students themselves in the assessment. For example, self-assessment and pair assessment. Due to it being conducted during the learning process, students can be assessed on their behavior.

Meanwhile, assessment for learning is also a formative assessment conducted during the course, but the purpose is to know students' learning results and how to reach the learning goals. Assessment for learning can be completed through homework, quiz, and presentation. The assessment of learning is summative. The function is to summarize and report students learning results, for example conducting final-tests and mid-test.

This situation is fascinating to be researched since some phenomena happened during the pandemic, especially in the education field. As preliminary research, the school policy during the transition period was observed by interviewing teachers in SMA Negeri 1 Negara. The teaching and learning activities are getting more and more "normal" that students come to school, learn with teachers' facilitation in the classroom, and there is direct interaction between the teacher and the students. The only differences observed were, in this transition period, there are some policies related to the health protocols and school systems. Students, teachers, and all school staff must use masks, wash their hands before entering the school area, and keep their distance. The teachers said that the full-day school policy is still ongoing, in which the school opens from Monday to Friday, but the learning activity is only conducted from 7.00 - 2.00 pm. Schools' operating hours for learning activities adjusted to the PPKM level experienced in the Jembrana district at that time. These differences are due to avoiding

the spread of the virus and the unpredictable number of Covid-19. From the interview, the teacher states that teachers adjust to using online learning platforms to ease students' understanding of the materials. The frequently used online platforms are WhatsApp group and Google Classroom. Besides, teachers adapt to the students and the new regulation in the onsite transition period.

However, various problems can also occur in the learning process during the onsite transitional period. The problems included teachers' difficulty arranging the lesson plan, students' motivation in learning considered as lack, and students' passiveness during the class (Rahmawati, 2022; Wirawati, et al, 2022). Meanwhile, students' passiveness in the learning process might affect the assessment. Based on these thoughts, this study aims to identify the teaching and assessing strategies that are applied, as well as discuss the problems faced by teachers during the onsite transition period.

The preliminary data only shows a few things the teacher did during the onsite transitional period. To see the English teachers' effort, it is essential to conduct a study describing how the teaching and assessing strategies are conducted. The present study was conducted due to the urgency for empirical data on teachers' strategies in teaching and assessing students in English classes during the onsite transition period. Some previous researchers have researched the phenomena that happened in English classes during the transition period, for example, the study conducted by Anditasari and Sitompul (2022) entitled "The transition of online into limited English learning-teaching in the rural area context". However, the study about teaching and assessing

strategies for senior high school English classes during the onsite transition period is hardly found.

1.2 Problem Identification of the Study

The government has started the implementation of onsite learning. Students can come to school, but with health protocols, this is considered an onsite transitional period since this is the first time the learning process can be conducted face-to-face after the pandemic outbreak from March 2020 until March 2022.

To conduct effective learning, the teacher must design and implement the teaching strategies during the onsite transition period. Teachers use their adaptive skills to develop the teaching strategy appropriate for the students, facilitation, and the condition during the pandemic, especially now in the onsite transition period. Since teaching and assessing are inseparable, it is also essential to identify the assessing strategy applied by the teachers during the onsite transitional period. During the transitional period, of course, there are problems faced by English teachers in teaching and assessing students. The difficulties faced by the teachers during the onsite transitional period might not only be from the teaching and learning process, but teachers also might face the problems experienced by the students.

1.2 Limitations of the Study

This study is part of larger research conducted in SMA Negeri 1 Negara. The school was chosen randomly, and the selected school is a public school with the same rules and input and is regulated by the government. During the data collection,

the school was transitioning to onsite learning practice because there was still health protocols implementation. This study is limited in discussing the English teaching and assessing strategies and describing the obstacles they may encounter during transitional onsite learning. The English teachers in the 11th and 12th grades in SMA Negeri 1 Negara were used as the research subject.

1.3 Research Questions

The problem identification motivates to research the English teachers' strategies in the learning process during the onsite transition period. So, to guide this research, here are the research questions.

1. What strategies are used by the teacher in teaching English during the onsite transitional period in SMA Negeri 1 Negara?
2. What strategies are used by the teacher in assessing English during the onsite transitional period in SMA Negeri 1 Negara?
3. What are the problems encountered by the English teacher in teaching and assessing students learning SMA Negeri 1 Negara?

1.4 The Objectives of the Study

In alignment with the research questions above, the research purpose can be formulated as follows:

1. The research aims to identify the strategies used by the teacher in teaching English during the onsite transitional period in SMA Negeri 1 Negara.

2. The research aims to identify the strategies used by the teacher in assessing English during the onsite transitional period in SMA Negeri 1 Negara.
3. The research aims to describe the problems encountered by the English teacher in teaching and assessing students learning in SMA Negeri 1 Negara.

1.5 Significances of the Study

This research provides some benefits, as below:

1. The result of the research disseminates empirical evidence about how English teachers conduct their classes in the transitional period. This will benefit teachers and future teachers to know about the adaptive skills they need and be ready to face every learning situation. The result of the research will be beneficial as a resource in the Teaching English Foreign Language course since it is related to innovative learning, teaching strategy, and assessing strategy.
2. This research can be treated as first-hand empirical evidence to support further research on improving English teachers' professionalism.