

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In Indonesia, English subjects have been taught from elementary to high school. However, learning English in schools with more complex material and study time is found at the high school level because, according to Triyogo & Hamdan (2018), English is an international language that has become a compulsory subject taught in high schools in Indonesia. Senior high school is considered the most appropriate level to shape students' character so they are ready to go to another level. At the high school level, students can choose majors such as science, social, and language relevant to their goals at the next level. All senior high schools in Indonesia, without exception, a senior high school located in Gianyar Regency, Bali, also have these three majors.

The covid-19 pandemic that occurred in December of the 2019/2020 academic year has changed the implementation of education and all people's lifestyles in various aspects (Shim & Lee, 2020). Therefore, from mid-March 2020 to 2022, the Government of Indonesia has recommended regulations to limit the implementation of all educational activities in schools to reduce the spread of the Covid-19 virus. Students are advised to study at home, and learning activities in class are temporarily suspended. The learning system initially carried out traditionally has now been replaced with an online learning system or can be said to be remote teaching. According to Kristiawan et al. (2021), in the current situation, there is only one option for schools in Indonesia to carry out teaching

and learning activities, namely through remote learning. In some countries, remote teaching systems are shared when face-to-face pedagogical activities cannot occur. This teaching method is appropriate for teaching and learning in this emergency. But, in Gianyar, remote teaching process has become a new education method that will help implement the learning process during the pandemic.

Remote teaching is a learning process done at home using a learning platform. Remote teaching can be facilitated by information and communication learning technologies (Pozo et al., 2020). Moreover, at this time, technology is commonplace in various circles of society. So that teachers can use multiple information media to conduct online learning (Durriyah & Zuhdi, 2018). More education media can be used with the development of increasingly advanced technology. Remote learning is flexible, providing free space and time for students and teachers to access materials. In some cases, internet connection is a problem; apart from the cost of buying a reasonably large internet package, the signal in some areas is still difficult to reach.

Technology can encourage one of the learning strategies called E-learning. E-learning is a medium that is an intermediary for the learning process in the classroom (Hermawan, 2021). In addition, many e-learning platforms can support the learning process during online learning, such as Schoology, Google Classroom, Kahoot, and even WhatsApp and Facebook can be said to be learning platforms. Technology that was only used as a medium of entertainment has now become an essential part of the world of education. Technology plays a more significant role during the pandemic because online learning is impossible without technology. Therefore, it is undeniable that technology is recognized as very

useful in teaching and learning because it can support teachers and students during remote teaching process. Technology previously only used for administrative purposes is now also used for teaching and learning processes that can combine games and activities involving computers and smartphones. These are useful for creating more exciting and fun teaching materials to attract students' attention and motivation to learn. So, to support the learning process, teachers must have the knowledge and ability to use technology. Then, teachers and students must also have supporting facilities to keep the learning process.

In remote learning, several elements need to be considered when using remote learning which can be limiting or supporting factors, such as motivation, time management, and other technical matters (Owens et al., 2009). Remote teaching is new in Indonesian, creating obstacles for teachers and students. For example, during remote teaching process, students are not motivated to learn; it make them feel bored more quickly when studying, so the support and encouragement of teachers and parents are very influential in the learning process. Furthermore, the lack of interaction between teachers and students due to limitations in participating in digital learning platforms can also affect students' learning motivation (Yuzulia, 2021). Therefore, students and teachers must manage time well so that the learning process runs smoothly. Besides that, the teachers are also expected to be able to conduct interactive classes using various platforms or technologies such as video conferencing, games, applications, etc. (Fuad et al., 2020). Modifying lessons also needs to be improved to be more attractive, concise, and clear so students can more easily understand the learning material (Csobanka, 2016).

Many factors can affect the implementation of remote teaching during a pandemic, both supporting and limiting factors. Every country or region has different problems related to remote teaching. Previous studies in foreign contexts from Albo et al. (2020) about factors affecting remote learning implementation in Southern Africa show that the factors supporting the implementation of remote teaching are student-teacher interaction and adequate technology. Meanwhile, the limiting factor is a less stable internet connection. Furthermore, the results of research by Talidong, K. J. B. (2020) show that the supporting factors during the implementation of remote teaching are good teaching preparation from teachers in the Philippines and adequate technological tools. In addition, the involvement or participation of students in planning remote learning is also actively involved. Then for the limiting factor is the curriculum which is quite difficult to adjust.

Besides that, in the Indonesian context, the previous study from Sari & Zainil (2022) stated that the supporting factors during the implementation of remote teaching were interesting learning strategies. While the limiting factor is, student motivation during learning is low and less interaction during the learning process. Furthermore, the study by Ferri et al. (2020) stated that the supporting factor during remote teaching is an effective resource that can make students more independent in learning. The limiting factors during remote teaching are an unreliable internet connection, lack of tools that support online learning owned by teachers and students, less interaction between students and teachers, and lack of parental support for students where parents are busy working, so they cannot supervise their children in online learning.

Even more, education in Indonesia experienced a drastic decline during the pandemic, based on a UNICEF survey in early June of 4,016 respondents from 34 provinces aged 14-24 years. This survey shows that the decline in the education sector is due to difficulties accessing the internet and a lack of guidance from teachers. Therefore, this study is important to find out more clearly what factors affect remote teaching from the perspective of teachers and students, especially in the Indonesian context.

Many researchers have researched this case, but mostly in contexts outside Indonesia, and most only use one research method, qualitative or quantitative. So, this study tries to provide different data using mixed methods, namely qualitative and quantitative methods, to make the data obtained stronger and more valid, especially in the Indonesian context. In addition, the authors carry out this study because it relates to the majors that the authors take; therefore, this study result hopefully be able to help the authors in the future.

In the 2022/2023 academic year, the curriculum implemented in all schools in Indonesia has now been updated to become an independent curriculum; in this curriculum, the senior high school initially consisted of science, social, and language majors, is now only two majors namely science and social only. Therefore, the author needs to do pre-research first at several schools to get the data required for this study to answer the author's problem identification so that the objectives of this study can be achieved later.

From the results of the pre-research that the author did, the author decided that SMA Negeri 1 Blahbatuh was the school that would be the location of this study. According to the topic in this study, namely, the factors affecting remote

English teaching, the author examined three English teachers at SMA Negeri 1 Blahbatuh and sixty-six students in two classes in 11<sup>th</sup>- grade in the language major; because the pre-research that the author carried out at the school shows that the language major gets the most English lesson hours with longer lessons in one week and more English material. Therefore, this language major provided more data that the authors need in this study than other majors.

This study was carried out for approximately 1 month in November 2022, from conducting interviews to distributing questionnaires at SMA Negeri 1 Blahbatuh.

## **1.2 Problem Identification**

The implementation of remote teaching is commonly applied in developed countries, so the problems encountered are not as many as described in the background research from Albo et al. (2020) and Talidong, K. J. B. (2020); the limiting factors are less stable internet connection in some areas and the curriculum which is quite difficult to adjust. But, in Indonesia, remote teaching can be said to be new, so during its implementation, teachers and students encounter several problems during the learning process, same as the results of several previous studies in the Indonesian context from Sari & Zainil (2022) and Ferri et al. (2020) in Indonesian context as explained in background stated that the limiting factors during remote teaching process are an unreliable internet connection, lack of tools that support online learning owned by teachers and students, less interaction between students and teachers, lack of parental support.

Besides that, other studies also explained that the cause of these problems is that the technical and mechanics of implementing remote teaching are still

minimal, and the experience of teachers and students regarding things that need to be considered during the online learning process is still lacking. The new remote teaching system also requires teachers to pay attention to many things, such as students who still need intensive guidance and teachers who still need to learn the media and platforms that can be used so that learning takes place well. Many factors can affect the implementation of remote teaching during a pandemic, both supporting and limiting factors.

Every country or region has different problems related to remote teaching. Therefore, research on the factors that affect the implementation of remote teaching still needs to be investigated from the perspective of teachers and students, especially in the Indonesian context. In addition, this study aims to compare whether the supporting and limiting factors found in the matrix literature review in Indonesia and in foreign contexts occur and are experienced by subjects at SMA Negeri 1 Blahbatuh. So, later it can be used as a reference and provide new information for related parties, especially for residents of SMA Negeri 1 Blahbatuh, which is the place of this study. Several researchers have tried to study qualitatively (see Stanman & Peterson, 2020). However, their findings can also be confirmed by quantitatively analyzed data. Therefore, this study tries to present different data using mixed methods.

The results of this study come from qualitative methods, which are dominated and supported by quantitative analysis methods to strengthen research on the factors affecting the implementation of English language teaching from the perspective of teachers and students. students at SMA Negeri 1 Blahbatuh.

### 1.3 Research Questions

Regarding the problem identification above, the research questions for this study are as follows,

1. What are the remote teaching supporting factors found in the literature confirmed by teachers and students at SMA Negeri 1 Blahbatuh?
2. What are the remote teaching limiting factors found in the literature confirmed by teachers and students at SMA Negeri 1 Blahbatuh?
3. How do teachers perceive these remote teaching supporting and limiting factors at SMA Negeri 1 Blahbatuh?
4. How do students perceive these remote teaching supporting and limiting factors at SMA Negeri 1 Blahbatuh?

### 1.4 The Objective of the study

The research objective for this study is as follows,

1. To analyze the remote teaching supporting factors found in the literature confirmed by teachers and students at SMA Negeri 1 Blahbatuh.
2. To analyze the remote teaching limiting factors found in the literature confirmed by teachers and students at SMA Negeri 1 Blahbatuh.
3. To describe how teachers perceive these remote teaching supporting and limiting factors.
4. To describe how students perceive these remote teaching supporting and limiting factors.

### 1.5 The Significance of the Study

Generally, two kinds of research significance are expected to achieve with this study which are:



## 1. Theoretical Significance

Theoretically, the study results enrich knowledge about supporting and limiting factors in implementing remote learning and how teachers and high school students perceive these factors at SMA Negeri 1 Blahbatuh. In addition, the results of this study findings' can also be used as a guideline for blended learning, which at this time many schools and universities have implemented a blended learning system. From the results of this study, teachers, students, and other parties can anticipate factors that can limit the implementation of remote teaching or blended learning later, so that remote or blended learning will run better.

## 2. Practical Significance

### a. For Teacher

The results of this study can provide information, data, and an overview of the factors that affect the implementation of remote English teaching. In addition, this study can also be a reference and guidance if other teachers want to know the factors that affect the implementation of remote English teaching far from the perspective of teachers and students at SMA Negeri 1 Blahbatuh. Then, the result of this study can be used as a reference in carrying out blended learning, so that the limiting factors found in this finding can be avoided by the teachers.

### b. For Students

The results of this study are expected to provide information, data, and an overview of the factors that affect the implementation of English language teaching at SMA Negeri 1 Blahbatuh. So later, students can understand the factors that affect the implementation of English teaching far from the

perspective of teachers and students at SMA Negeri 1 Blahbatuh. Then, the result of this study, can be used as a reference in following blended learning system, so that the limiting factors found in this finding can be avoided by the students.

c. For Other Researchers

For other researchers, it is hoped that researchers can use the results of this study by conducting similar research that can provide an analysis of factors affecting the factors that affect the implementation of teaching English far from the perspective of teachers and students at SMA Negeri 1 Blahbatuh. Then, the result of this study can be a reference for other researcher who want to research about blended learning and online learning.

### **1.6 Scope of the Study**

Based on the above explanation, the study focuses on investigating the factors affecting the implementation of remote English teaching from Senior High Schools teachers' and students' perspectives at SMA Negeri 1 Blahbatuh. The scope of this study includes three English teachers and sixty-six students in 11<sup>th</sup>-grade language majors in the 2021/2022 academic year who have implemented remote teaching process