

CHAPTER I

INTRODUCTION

1.1 Research Background

According to Gustiani, 2020; Suryaman et al., 2020, Corona Virus Disease namely Covid-19 has become the biggest issue nowadays. In March 2020, the World Health Organization (WHO) declared COVID-19 a pandemic (WHO, 2020). So far, all schools from Kindergarten to University have been closed or moved to remote teaching until there is a change in the number of COVID-19 cases. Since the emergence of the Covid-19 pandemic, people throughout the world have been teaching and learning in new ways. Today, all teachers and students must go through some difficult times for the teaching process to run smoothly, even in remote locations. Students were unable to attend school due to the government's policy of social distancing, and distance learning was suddenly adopted as a way to continue learning in this critical situation. In some countries, remote teaching has become an umbrella term for educational responses to the impossibility of face-to-face pedagogical activities. Kristiawan et al 2021 said that there is no other way for schools in Indonesia to teach and study except by distance learning, especially with the current conditions. This also happens in Singaraja where remote teaching is a new method that should be used in the learning process.

With these problems, the Indonesian educational system must be able to adjust to various issues, including the uneven quality of the learning process and the standards and quality of the desired learning outputs. This

is certainly felt heavy by teachers and students. Especially for teachers, who are required to be creative in delivering material through online learning media. Therefore, by using entertaining online learning resources, optimistic, creative, and inventive thinking can help overcome numerous challenges in the remote learning process, leading to high-quality learning outcomes. The phenomenon of the difference in learning hours of English in high school for each department is the reason for this research. Where the number of hours of study for students majoring in a language is more and more complex, but for students majoring in science and social studies. Students majoring in language can learn English 4-5 times during 6 school days, while students majoring in science and social studies only get 2 -3 times. The terminologies of online learning, especially for distance learning in the condition of covid-19 is term as remote teaching.

Using remote teaching which is a new role in education, some important aspects should be considered and focused on by teachers and students. According to Ghani (2020), when conducting online student teaching, the focus should be on two important aspects: how best to support and engage students in online teaching events or meetings, and what delivery approach, tool, or idea to use. For the material to be delivered to students, it must be carefully planned to take into account the needs of students where the material is designed to be student-centric. In addition, there are more aspects according to Owens et al (2009) there are motivation, time management, and other technical matters. If the students themselves do not have the motivation to learn, it will make students bored during

distance learning. Therefore, support and motivation from teachers and parents are very important to help the learning process. So that is why the role of the teacher is very important in supporting the education of the younger generation. In addition, students and teachers must also manage time well to follow school regulations to carry out the distance learning process so that the learning process runs smoothly.

Remote teaching is a new method that can be used to continue to share teacher knowledge with students even in the current crisis. There is no problem in using technology because students or teachers are familiar with it; however, if anyone is unfamiliar with technology for online learning, they may lack the confidence to take up distance learning. In some cases, an internet connection is bound to be a problem for anyone. On the other hand, because distance learning is flexible, it provides free space and time to access materials. There are a lot of expressions that people use to talk about remote teaching. But from those expressions, remote teaching can define as an educational activity that takes place in a student's or teacher's house so there will be a distance between teachers and students. According to Nyundak (2021), the learning process of remote teaching is totally done at home and using learning platforms, for example, Schoology, Google Classroom, Kahoot, and even WhatsApp, Telegram, and LINE also can be said as learning platforms. There is no other choice and way that schools in Indonesia, especially in Singaraja, can teach students except through remote teaching, especially in the current situation.

Technology that we already know has become part of various fields including education, but now it seems that the pandemic has changed its position. Technology has become more important in today's world, and without technology remote learning technology, it is impossible to execute. As a result, it's no surprise that technology's advantages are widely recognized, as it may assist teachers and students during remote learning. Technology is not just important for administrative purposes; it is also employed in teaching and learning processes, where games and activities using computers and smartphones are used to draw students' attention and motivate them to learn. As a result, teachers must have the knowledge and capacity to use technology to help the learning process. Then there are the amenities that teachers and students need to facilitate learning, such as having a device or laptop and, of course, enough internet access. These facilities will later become factors that affect the smoothness of the distance learning process, if there are supporting facilities, distance learning will occur well and smoothly. and vice versa, if the facilities are not supportive, it will make it difficult for distance learning to run smoothly.

According to Anderson (2018), there are several elements in implementing remote teaching. The first is to engage students with some educational information, such as giving videos or reading content from a website. In addition to providing videos through websites, teachers can also make their learning videos to help the learning process, where the video will include an explanation of the material from the teacher. The second is to give opportunities for students to interact with one another, such as through

online discussions. Because as we all know, online learning can dull students because there is no interaction with each other, enabling online discussions through platforms that support face-to-face communication, such as Zoom Meetings or Google Meet can entice students to participate in learning. And the last is an assessment of students. As we all know, some teachers still believe that extra evaluation is necessary to determine students' competence and understanding of the online learning process. As a result, this element is important for the teacher so the teacher knows the student's understanding after giving the material. Aside from those elements that have been mentioned above, there are other things that teachers must consider when conducting distance learning, such as thinking and creating lesson plans as soon as possible so that later on it can help them in the learning process.

In developed countries, teachers and students there who do online learning feel used to it, such as learning using the internet, online applications, and also advanced technologies. However, when compared to Indonesia, teachers and students have absolutely no experience, knowledge related to online learning and of course have perceptions that are very different from those in developed countries. The Indonesian state is familiar with remote teaching because of the COVID-19 pandemic which has caused this to be a new experience that they must deal with well so that the learning process continues. Although the previous study has investigated and mentioned factors in relation to online learning, these remote teaching

factors also need to be further investigated in the context of Indonesia, where Indonesian has no knowledge at all about remote teaching.

The difference in this study lies in the context where teachers and students abroad are very ready with the paradigm of remote teaching, while in Indonesia, most parents and students complain about this remote teaching and also this type of education is something new for teachers, students, and also parents. Have different experiences between students and teachers with how the experiences and perceptions of teachers and students abroad. So, this research is very important to be appointed with the aim that teachers and students in Indonesia know what factors can affect the implementation of remote teaching. Besides that, this related research has been discussed a lot, but what distinguishes this research is that this research does not only explain the factors that affect the remote teaching in general, but this research is a combination of factors that influence remote teaching from the perspective of English teachers and students majoring in language at SMA Negeri 4 Singaraja.

1.2 Problem Identification

In the Indonesian context, remote teaching is a new required teaching mode, thus causing many problems to occur, so research on this factor needs to be conveyed. Teachers and students have faced numerous challenges in the learning process since the introduction and implementation of distance learning because they feel they are not ready to implement remote teaching. Because distance learning is still a relatively new concept for teachers to adopt, these students will require coaching to complete the

distance learning process goes well and effectively. This problem is also found in the implementation of remote learning in Bali, especially in one of favourite senior high school in Singaraja named SMA Negeri 4 Singaraja. There are still many teachers and high school students, who find it difficult during the remote learning process because they are not familiar with it. Therefore, the factors that influence the implementation of remote teaching need to be investigated more deeply so that they can know and understand about it.

Many previous research has attempted to study this issue about the factors that affect the implementation of remote teaching. For example, the study from Camacho et al (2021) entitled “The Effects of Online Learning on EFL Students’ Academic Achievement during Coronavirus Disease Pandemic” which the setting is in the one of university in Ecuador. In this study, Ecuador became one of the four countries in Latin America that has high sensitivity and ability during the distance learning process. In addition, the quality of teachers and students in Ecuador in using technology is very good. This shows that indeed the country of Ecuador is very ready for the change in the learning process from face-to-face to remote teaching. When compared to Indonesia, of course it is very different because in Indonesia the implementation of remote teaching is very new, so this is the main point in this research. This research only uses the method using a quantitative method (see Stanman & Peterson, 2020) and most previous studies have only used one method. As a result, this study will present in different data by using a mixed method where the results will come from the qualitative

method that dominates and will be supported by the quantitative method to analyze the factors that influence the implementation of English language teaching from the perspective of teachers and students in one of the favorite High School in Singaraja, it is SMA Negeri 4 Singaraja.

1.3 Research Questions

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

1.4 Research Objectives

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

1.5 Research Significances

Generally, two kinds of research significance are expected to be achieved with this research which are:

1. Theoretical Significance

Theoretically, the research results contribute to enrich the existing knowledge related to supporting and limiting factors in the implementation of remote learning, and how these factors are perceived by English teachers and senior high school students at SMA Negeri 4 Singaraja.

2. Practical Significance

a. For Teacher

The results of this study can provide information, data, and also an overview of the factors that influence the implementation of remote English teaching. In addition, this study can also be a reference and guide if other teachers want to know the factors that influence the implementation of teaching English far from the perspective of teachers and students at SMA Negeri 4 Singaraja.

b. For Students

The results of this study are expected to provide information, data, and also an overview of the factors that influence the implementation of English language teaching in Singaraja so that later students can know what are the factors that may supporting and inhibiting them in participating in remote teaching

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 implementation of remote English teaching from senior high school teachers' and students' perspectives at SMA Negeri 4 Singaraja.

This research provide data so they can expand the research into the larger scope with different method that could provide more solid theoretical ground.

1.6 Research Scope

Based on the problems above, this limited research will focus on investigating the supporting and limiting factors that affect the implementation of remote English teaching for all English teachers and 11th grade language students' perspectives who majoring in the language academic year 2021/2022 who have done remote teaching at SMA Negeri 4 Singaraja.

