

CHAPTER I

INTRODUCTION

1.1 Background of Study

Education becomes the basis for a person to develop his potential. Education can change a nation, so education is the primary and most important thing. The progress of a country is seen by the education system it has. As stated by Sukasni & Efendy (2017), education is used to develop the intellectuality of someone who has an essential role in world competition to support Indonesia. Therefore, education is used to implement the main and noble activities. Human beings take education to achieve perfection from within themselves or one's personalities and gain a better social life. According to Sulisworo (2016), education is the main factor in developing the skills and knowledge of individuals or groups so that they can be helpful in the future and for a better life. Education in Indonesia has several levels of education, namely primary, secondary, and higher education.

At the upper secondary or senior high school level, students can choose their interests and talents. In this case, students can develop their speaking, counting, and other abilities. At this stage, they will select a major they like and want, and three majors are usually at the senior high school level: the language major, the Social Studies major, and the Science major. Of these three majors, several learnings will be more domain or more obtained in learning, as is the case in English language learning. The Language major is more dominant in getting more study hours than other majors. The implementation of this department is

carried out by almost all senior high schools in Indonesia. But because of the covid-19 the education system in Indonesia has changed by using remote teaching, which previously used a face-to-face learning system. Remote teaching has become a shared learning in some countries in the field of education against the impossibility of implementing face-to-face learning.

This remote teaching has been implemented in Indonesia since early 2020 due to the COVID-19 pandemic. The world is facing an outbreak and has been designated by the World Health Organization (WHO) as a world emergency since the beginning of 2020, after first appearing in Wuhan, China, in 2019. This outbreak spreads rapidly, so there is a shift due to the spread of this virus in various countries. Coronavirus disease is caused by a severe acute respiratory syndrome that attacks the lungs, similar to common pneumonia (Dashraath et al., 2020). The Country of Indonesia itself experienced a COVID-19 emergency in early March 2020. Covid-19 has made a complete change to the lifestyle experienced by people around the world, one of which is in the implementation of the education sector (Shim & Lee, 2020). The change in the learning process to distance learning or remote teaching is carried out for all school levels, from kindergarten to university. Looking at the current situation, there is no choice but to implement remote education in Indonesia Kristiawan et al (2021). The application of remote teaching is a new method that is applied in all schools, especially in Singaraja.

In the implementation of remote teaching, the implementation of the learning process is fully carried out at home through a learning platform using technology. Technology makes the learning process possible with E-learning.

Many remote teaching platforms such as Google Classroom, WhatsApp, Schoology, Kahoot, and Facebook. However, it now seems that the covid-19 outbreak has shifted the position of technology in the educational landscape. Technology today is more important than ever, and distance learning cannot be used in the absence of technology. The fact that technology is widely recognized for its ability to support teachers and students during remote teaching is not surprising. Technology not only helps with administrative tasks, but is also used in the teaching and learning process. Games and activities using computers and mobile phones can be combined with the teaching and learning process in order to attract students' attention and increase their enthusiasm for learning. Consequently, teachers must be technologically literate and able to support the learning process.

Ariastuti (2021) stated several conditions for carrying out remote teaching. The first is to stimulate students by using media such as videos or reading content from websites. Learning media like video will help students in a fun, creative, and exciting learning process. Besides, teachers can freely make interesting and creative learner videos for students. Second, conducting online discussions will allow students to interact with other students. The implementation of remote teaching makes students unable to interact with other students directly, as in the performance of face-to-face learning. It makes students feel bored in education, so providing an online discussion space will make students interested and enthusiastic to participate in learning. And the last one is the assessment of students. In implementing student assessments, some teachers still need to conduct further evaluations to know the competence and understanding of

students. In addition, some things need to be considered by teachers in teaching distance skills, such as compiling or making lesson plans as well as possible and implementing remote teaching.

In implementation remote teaching there are elements need to consider the learning process, it's can be supporting and limiting factors. According to Owens et al. (2009), learning using remote teaching makes teachers' pay attention to motivation, time management, and other techniques, so teachers have a new role in education. In Indonesia remote teaching is a new method so that there is problem face by teacher and students. And according to Khoirida et al. (2021), there is a poor internet connection in the implementation of remote teaching and a lack of student involvement in learning due to differences in sensation and excitement with face-to-face. Motivation in learning is critical because this will affect student learning. If students lack learning motivation, then when carrying out online learning, students will tend to feel bored, so motivation and parental support are significant in helping the learning process.

Students and teachers must also be able to manage time in following the learning process so that learning runs effectively. Nyudak et al. (2021) mentioned that education had become a new role in motivating learning and choosing appropriate and efficient teaching methods that must be carefully designed. Additionally, the teacher's new position is crucial in assisting the younger generation. The use of technology is not problematic because all of the participants are accustomed to it; but, if there is one participant who is not familiar with the tools for online learning, they can feel less comfortable taking part in remote learning. Anybody must occasionally experience problems with

their internet connection. However, since remote learning is adaptable, it offers unrestricted access to the material and free time. A significant sum of money is also saved by distance learning.

There are supporting and limiting factors of remote teaching that can affect the learning process. In every country have different problems face when doing the remote teaching. Based on the previous study from Corcuera & Alvarez (2021), about the effect of online learning in EFL students' academics in three different Ecuadorian Universities, shows that supporting factors of remote teaching are that students feel comfortable and learning resources can help them learn. While limiting factors are lack of facilities such as mobile phones or laptops and unstable internet connections. And the results of a study from Toquero (2020), about emergency remote teaching in the Philippines, states that supporting factors of remote teaching is use alternative learning tools. But for limiting remote teaching, namely Limited student understanding about the material and lack interaction from teacher and students.

In the Indonesian context, Ramadiani et al. (2021), who conducted research in Samarinda, found supporting factors of remote teaching such as positive teacher-student interaction, there are facilities to support learning and parental support, while limiting remote teaching is that students are less disciplined in learning, less stable internet and high quota prices. In addition, Farani & Ma'rufah (2022), stated that supporting factors of remote teaching is using interesting learning strategies and intense communication with parents, while limiting factors of remote teaching are decreased student motivation, and lack of ability to use technology.

The application of remote teaching in Indonesia is carried out due to the Covid-19 pandemic, which requires implementing a remote teaching-learning system. Implementing remote teaching in Indonesia has been carried out for two years. Of course, in the application of remote teaching that has only been implemented during the Covid-19 pandemic, the experience of teachers and students in implementing remote teaching is still new. Teachers do not know about the learning strategies used in teaching remote teaching. Still, they are suddenly hit by this pandemic, which of course, teachers and students have different perceptions and experiences, so this research needs to be researched.

In doing this research, the author did pre-research in several schools before determining the school to be determined in finding data and answering research questions in this study in several schools in Buleleng. From the results of pre-research, the author determined SMA Negeri 3 Singaraja as a research setting. In the implementation of the study, researchers used three English language teaching and 142 students from 4 classes in the eleventh grade of the Language department for the 2020/2021 academic year. From the pre-research results it was found that there are still obstacles in implementing this learning process, especially signal problems students face because not all students live in urban areas. The study aimed to determine the factors affecting the application of remote teaching in English learning from high school to make learning more effective and exciting. The implementation of this Study is more specific to the perceptions of teachers and students during remote teaching, thus distinguishing it from other studies. Besides, the previous study is using qualitative or quantitative method so this study uses a mixed method to make the resulting data results more valid.

1.2 Problem Identification

Since remote teaching is implemented, many problems are experienced by teachers and students in participating in the learning process. Therefore, in order to make learning better, it is necessary to know the factors that influence the implementation of remote teaching, especially in learning English. Remote teaching implementation can be said to be a relatively new learning to be implemented by teachers and students so that guidance is needed in implementing the remote teaching process so that learning runs smoothly. Unlike in other countries, which have implemented online learning practices before the Covid-19 pandemic. This is shown from research conducted by Isaac et al. (2019) in Yemen. According to him, technological advances by applying online learning have had an important influence on the field of education, online learning can make the construction of the effect of student academic performance. And when the covid-19 pandemic of learning implementation in several countries is effectively applied, according to Özen and Abdüsselam (2021), in the implementation of remote emergency teaching student learning outcomes are considered effective and in laboratory practice in ERT can increase participation and learning outcomes.

Unlike in Indonesia, which has just implemented remote teaching due to the Covid-19 pandemic. Amin & Sundari (2020) stated that the use of learning applications such as video conferencing, learning management systems, and mobile applications, in emergency remote teaching during the Covid-19 pandemic is still lacking. In the implementation of remote teaching in Bali, the same

problem was also found, especially at SMA Negeri 3 Singaraja. This shows that the experience of teachers and students in Indonesia is an extraordinarily new thing, so this causes although previous studies conducted remote teaching investigations, this factor needs to be investigated in the Indonesian context from the perceptions of teachers and students related to the experiences experienced. There are other researchers who research related to this topic using a qualitative approach based on (Stanman & Peterson, 2020) research. However, from the results of the research carried out, this topic still needs to be explored using two methods or known as mixed methods. So that in this study the author uses a mixed methods approach in analyzing the factors that influence the implementation of remote English teaching from the perspective of teachers and students at SMA Negeri 3 Singaraja.

1.3 Research Questions

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

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

1.4 The objective of the Study

The research objective for this research is as follows,

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

1.5 The Significance of the Study

In general, two kinds of expected research significance can be achieved with this research, namely:

1. Theoretical Significance

Theoretically, the results of this study contribute to enriching existing knowledge about the implementation of a remote teaching, blended learning or flipped learning and others in terms of supporting and limiting factors and how the perceptions of teachers and students of SMA Negeri 3 Singaraja in English language learning during remote teaching.

2. Practical Significance

- a. For teacher

The results of this study can provide information, data, and an overview of the factors that influence the implementation of remote English teaching, which can enrich knowledge about remote teaching, blended learning or flipped learning and others. Besides, this research can be a reference and guide for other teachers who want to know the factors that influence the implementation of remote English teaching from the teacher's perspective and students in SMA Negeri 3 Singaraja.

b. For students

The results of this study provide the information, data, and also an overview of the factors that affect the implementation of remote English teaching at SMA N 3 Singaraja so that later, students can enrich their knowledge and understand the description of the factors that affect the performance of remote English teaching, blended learning or flipped learning and others.

c. For other researchers

For other researchers, it's hoped that the results of this research can be used by conducting similar research that can provide an analysis of the factors that influence the implementation of remote English teaching from the perspective of teachers and high school students in SMA Negeri 3 Singaraja.

1.6 Scope of Study

Based on identifying the abovementioned problems, this study will focus on investigating the supporting and limiting factors of remote teaching from the perspective teachers and students at SMA Negeri 3 Singaraja. This Study uses three teachers and all eleventh graders majoring in languages 2020/2021 academic year who has implemented remote teaching, especially in learning English.

