CHAPTER I

INTRODUCTION

1.1 Research Background

All the sectors of the world's people's live have been changed since the Covid-19 pandemic. Various efforts have been made to reduce the spread of the virus, one of which is by limiting social distance. Various lines of life, including education, are also affected (Oblinger & Oblinger, 2005, cited in Moore, et al., 2011). This results in the limitations of the learning process carried out. Learning is not allowed to be carried out directly in which the teachers meet and teach the students face to face, but learning is carried out using a distance learning system or online learning. Online learning can be said to be a new thing in Indonesia when countries out there have made this something common. At this time, distance learning is the only way that the Indonesian government can take to keep the wheels of education running in these difficult times (Kristiawan, et.al. 2021). Singaraja City is one of the cities in the Province of Bali, Indonesia which has started to apply this learning method to deal with the crisis of educational conditions during the pandemic (Allen & Seaman, 2007).

As a new thing, there are several important aspects that need to be considered in implementing online learning. This is carried out in order to achieve the desired learning objectives. In the implementation of distance

learning, time management, student motivation, and technical matters really need to be considered (Owens et al. 2009). Through a good time- management, teachers and students can organize classes in a structured manner and of course in accordance with the established school learning class rules. On the other hand, encouragement and enthusiasm for learning are needed for students, especially in difficult times and adaptations like today. Teachers and parents are fully expected to be able to motivate students to stay enthusiastic and not bored in carrying out learning with new methods. In the implementation of online learning, it can be said that not all students and teachers are proficient in operating technically online learning media. On the other hand, the internet connection is also often a scourge of inhibition which is sometimes very difficult to control and interferes with the smooth teaching and learning process. In the current situation, it is very necessary to pay more attention to the methods and motivation of learning that is carried out in the classroom. This is very fundamental to support student learning success in the classroom. The lack of self-confidence and decreased student enthusiasm for learning needs to be prevented and anticipated considering that online learning has many advantages for educators and students. Distance learning can help them save a large amount of money which is usually required in conventional learning. Online learning also provides flexibility for students to study in a more flexible space, time, and range of material (Nugroho, et al., 2021).

As a new teaching method, it is undeniable that remote teaching often gives students boredom. Students are easily bored and sometimes difficult to control because of the limited space between the teacher and students. In dealing with

this, it is necessary to have strategies and innovative elements to make learning more effective and fun for students. The teacher must also prepare the class well before learning begins, this can be done through the preparation of a structural lesson plan. Through the preparation of good lesson plans, teachers can set the direction of good classroom learning as well. One of the things that can be done is by providing learning content. Learning content can be in the form of reading websites or interesting videos that can support student learning. Teachers must also be active in two-way discussion activities with students to train and test students' understanding in class. In this case, teachers can maximize the use of online learning platforms such as Google Meetings and Zoom Meetings. Teachers also need to improve the quality of the student assessment process by maximizing the media and student assessment instruments (Talidong, 2020).

After implementing distance learning for almost two years since the emergence of the covid-19 pandemic, it can be said that it is not the main determinant of student learning success. There are many factors that influence the teaching and learning process in the classroom, especially in the process of learning English. It still needs a lot of development both from the system and the strategy used. Even so, the teachers have begun to focus on being able to determine appropriate learning strategies and schemes to be used so that students can get learning that is getting better every day even in a pandemic situation (Abdullah, 2021). This became the main basis for researchers to observe and reveal further related to the perceptions that were born by teachers and students, especially vocational high school students in Buleleng Regency in participating in online English learning. Admittedly, researchers will conduct

research in one of the vocational high schools in Singaraja, namely SMK Negeri 2 Singaraja because this school is one of the vocational high schools that has been accredited A and has carried out remote teaching for a long time, especially in the application of English subjects in each different department. In addition, researcher involves grade 12 with a major in hospitality accommodation at SMK Negeri 2 Singaraja. Because, grade 12 with this major having more time to learn English than other classes which three hour , therefore this makes it easier for researchers to get more specific data. Also, researcher involves 2 English teachers in this study because another teacher is guiding practical examinations and the implementation of school accreditation. Moreover, this research can be used as a guide to find out various aspects which is analyzed based on the perspectives of teachers and students who have carried out remote teaching that play a role in the smooth online learning process. Although factors relating to online learning were examined and mentioned in the prior study, there is still a need for additional research on factors relating to remote teaching in Indonesia because the majority of Indonesians have no awareness concerning this type of educational activity which is remote teaching. Given the record which states that there are 89 students and 33 teachers from 42 education units in Buleleng Regency who were exposed to the corona virus, this is deemed necessary to be followed up in the implementation of better online learning in the future.

In conclusion, one part of online learning, namely remote teaching, will be analyzed for its implementation, especially in the Indonesian context because it is new comparing to other countries which is already have a better preparation

or readiness when facing the remote teaching. Also, to compare various studies through several literature references that have researched the same thing before. In addition, this related research has received a lot of attention, but what is distinctive about it is that it analyzes the factors that affect remote teaching and learning from the perspective of English teachers and students majoring in hospitality accomodation at SMK Negeri 2 Singaraja, instead of only explaining the factors generally. Of course, researchers will analyze and explain what the implementation of remote teaching is like at SMK Negeri 2 Singaraja. Also, researchers use data results in the form of questionnaires and interviews related to supporting and limiting factors of remote teaching process based on the persperctives or experiences of teachers and students who have carried out remote English teaching at SMK Negeri 2 Singaraja. In accordance for teachers and students in Indonesia to fully comprehend the factors that could impact the implementation of remote teaching, it is crucial that this study be conducted.

1.2 Problem Identification

In the course of the process of implementing distance learning, many obstacles and challenges were encountered and must be followed up further, especially learning for high school. Research on this factor needs to be communicated because remote teaching is a new required teaching method in Indonesia, leading to many problems. Since the introduction and implementation of distance learning, teachers and students have encountered numerous difficulties because they perceive they are not prepared to execute remote teaching. Also, students will need guidance to make the distance

learning process go smoothly and successfully because it is still a relatively new idea for teachers to adopt. Indeed, teachers and students still need further guidance for the smooth running of the learning class. In this case, it is students and teachers in Buleleng Regency in carrying out English language learning. Educators need to be given training to be more careful and thorough in recognizing the factors that influence the learning process that has been and will be implemented. Teachers also need to be equipped to deal with the worst possible situations they may encounter. Hence, the factors that influence the implementation of remote teaching still requires further analyze considering that there are still many teacher and student in high schools in Buleleng Regency who are not fully literate and aware of this.

There are several researchers who have conducted research on similar things before, such as Fernando Ferri, Patrizia Grifoni and Tiziana Guzzo (2020). In their research he analyzes the challenges and opportunities that can occur while running online learning in a COVID-19 pandemic situation, this research is carried out qualitatively. On the other hand, Karen Joy B. Talidong (2020) has conducted research on the strategies used by Filipino teachers in Xi'an, China while teaching their students online, this research was conducted quantitatively. Therefore, looking at the two previous studies, the researchers in this study will conduct research using a mixed method, in which the data will be dominated by qualitative research related to the perspectives of students and teachers in the factors that influence the implementation of remote teaching and will later be analyzed quantitatively.

1.3 Research Questions

1. What are the remote teaching supporting factors found in the literature confirmed by teachers and students at SMK Negeri 2 Singaraja?

2. What are the remote teaching limiting factors found in the literature confirmed by teacher and students at SMK Negeri 2 Singaraja?

3. How do teachers perceive these remote teaching supporting and limiting factors at SMK Negeri 2 Singaraja?

4. How do students perceive these remote teaching supporting and limiting factors at SMK Negeri 2 Singaraja?

1.4 Objective of the Study

1. To analyze the supporting factors found in the literature confirmed by teachers and students at SMK Negeri 2 Singaraja

2. To analyze the limiting factors found in the literature confirmed by teachers and students at SMK Negeri 2 Singaraja

3. To describe how teachers perceive these remote teaching supporting and limiting factors at SMK Negeri 2 Singaraja

4. To describe how students perceive these remote teaching supporting and limiting factors at SMK Negeri 2 Singaraja

1.5 The Significance of the Study

In carrying out this research there are significances that are expected to occur. In general, this research has two significances, including:

1. Theoretical Significance

In the implementation of this research, theoretically in the future it is expected to be able to play a role in various elements to be able to provide basic knowledge and experience related to the perceptions of teachers and students about the factors that can encourage or hinder the smooth online learning process for high school students in Buleleng Regency spesifically in learning English.

2. Practical Significance

In practical significance there are several elements involved in them, including:

a. For Teacher

This research in the future is expected to be a guideline for educators in carrying out online learning to be able to provide better teaching. This research is expected to be a source of real pictures, data, and information related to the inhibiting and supporting factors of the distance learning process, especially learning English for high school students from the perspective of students and teachers in Singaraja.

b. For Students

In the future, this research can be a specific overview to guide students regarding the inhibiting and supporting factors of the distance learning process, especially learning English for high school students from the perspective of students and teachers in Singaraja, so that in the future students can prepare learning with better quality and standards.

c. For Other Researchers

The results of this research in the future are expected to be an analytical data for other researchers in carrying out or developing similar research and can improve the quality of research results related to the inhibiting and supporting factors of the distance learning process, especially learning English for high school students, perspectives of students and teachers in Singaraja

1.6 Scope of the Study

This research is limited to the process of investigating and disclosing the perceptions of two English teachers and 73 students majoring hospitality accommodation is mainly mainly grade 12 of SMK Negeri 2 singaraja which has carried out remote teaching and online learning in vocational high school in Singaraja, Buleleng Regency. This also related to the supporting and limiting factors that influence the implementation of online learning, especially in learning English.