

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

The outbreak of the *COVID-19* virus has changed the lifestyle of people around the world, one of which is in the field of education especially for students of Senior High School in Indonesia which is experiencing the impact of this *Covid-19* virus (Shim & Lee, 2020). Therefore, the government issued a policy for the entire community to keep a distance and also gave an appeal to work from home and study from home for a while to reduce the spread of this virus. So, currently in the world of education previously making the learning process face to face but now it must be changed to a online learning process a.k.a remote teaching. The word “remote teaching” is used in online learning terminology, particularly for distance learning under the Covid-19 requirement.

In this situation, remote teaching has become a general term for education that does not allow face-to-face learning or offline learning. So, teachers and students must be able to get through difficult times so that the teaching and learning process runs smoothly. Therefore, this remote teaching method can be used for the learning process in the current situation. On, the other hand, in some countries, the remote teaching process has become a general term for education against the impossibility of face-to-face learning activities. There is no option for Indonesia schools to educate and learn besides through remote teaching especially considering in this current situation (Kristiawan et al, 2021). this also occurs in Singaraja, where remote teaching is new method applied during the educational process.

However, the existence of distance learning has resulted in High School in Indonesia experiencing several difficult things, such as limited hours of lessons but a lot of material that must be mastered by students. Based on preliminary observation, when compared to high schools then and now, it is very different, which is now in each high school has been divided into several majors, such as science, social and also language. In each of these majors, have different lesson hours especially in English subjects. In the language class, the hours of English subjects are longer than other classes. Because the language class is more focused on learning about language. In addition, teachers are required to be creative in conveying material using online learning media. With these problems the education system in Indonesia must be able to adapt to this new remote teaching process. Because as we know that in Singaraja, remote teaching is a new method that can be used in every school with the current virus situation.

According to Owens, et al (2009) said that using remote teaching is a new method in education, so there are several aspects that need to be considered by students and teachers such as motivation, time management, and also other technical matters. If students do not have the motivation to learn within themselves, it makes students bored while doing this remote teaching. That makes the support and motivation from their teachers and parents very important so that it can help the remote teaching learning process. Then, students and teachers can also manage the time as well as possible to follow school rules in carrying out the learning process, so that it will run well and smoothly.

According to Toquero (2020) said that using remote teaching as an emergency distance learning has the main goal of learning which is to provide

instructional support that can be used in the learning process during the current crisis situation. According to Nyundak, et al (2021) said that the learning process that can be done at home through several learning platforms is called remote teaching or distance learning. There are several platforms that can support the learning activities such as Schoology, Google Classroom, Quizizz, Zoom, Google Meet and also WhatsApp Groups. So, usually remote teaching is supported by the role of technology which is often referred to as E-learning. In the current 4.0 era, technology has become part of the world of education so it has an important role in the learning process.

There are several elements in implementing remote teaching (Anderson, 2018). First is to raise students' enthusiasm, they can use ways to provide some content to students such as videos or reading content from some site on the web. In addition to using learning videos from several sites, teachers can also create their own learning video content so that they can support the learning process. Second, which is to provide stimulus to students such as conducting some online discussions. This is useful for doing remote teaching learning so that students don't feel bored while studying online. The platform that can support this online discussion is by using several applications such as Zoom meeting or Google Meet which can be used face-to-face with each other so that students become enthusiastic in participating in remote teaching. And the last is to provide an assessment of students. One of these elements is very important for teachers to know the competence and understanding of students in the online learning process, moreover there are still teachers who feel they still need to carry out

further assessments of students. So, with this student assessment, the teacher knows the students' understanding after the teacher provides the material.

In several developed countries, teachers and students are used to doing remote teaching such as learning using the internet, online applications, and sophisticated technology. However, when compared to Indonesia, many teachers and students do not have experience and knowledge regarding remote teaching process, so they certainly have different perceptions compared to developed countries. Because, in Indonesia remote teaching is something new due to the existence of Covid-19 so that teachers and students have new experiences that must be faced during the remote teaching process so that it continues to run well. Although previous study has investigated and mentioned factors related to remote teaching, these factors still need to be studied further in Indonesia, where most teachers and students still have no knowledge of remote teaching.

Based on preliminary research, during online learning, teachers and students at SMA Lab Undiksha Singaraja have certainly experienced many problems in the learning process, such as the lack of experience possessed by teacher and students in implementing remote teaching and also signal problem. So, the writer is interested in conducting research related to factors affecting the implementation of teaching English from the perspective of teachers and students at SMA Lab Undiksha Singaraja. In addition, what distinguishes this research from other research is that the researcher uses the perspectives of teachers and students who have had learning experiences during remote teaching. This remote teaching experience that has been going on for the last 2 years during the *Covid-19* pandemic, which has determined several learning strategies used by teachers.

Not only that, with the current conditions, the new learning process has an impact on students so it still needs guidance to run smoothly.

## **1.2 Problem Identification**

In Indonesia, remote teaching is a new method of teaching so that there are still many problems that occur in its implementation, so research on this factor still needs to be conveyed. With the existence of distance teaching, many teachers and students have experienced some problems in the learning process. So, teachers and students must know the factors that affect the implementation in the process of teaching English. This is can be said to be relatively new carried out by teacher and students, it still requires guidance so that it can run well. This problem is in the implementation of distance learning in Bali, especially in Singaraja namely SMAS Lab Undiksha. Teachers and students at this school still cannot understand the factors that influence the remote teaching process optimally. Thus, the factors that influence the implementation of remote teaching need to be investigated more deeply.

There have been many previous studies that have tried to study this problem related to the factors that influence the implementation or remote teaching. One of which is research from Camacho at al (2021). In this study, the setting was used at a University in Ecuador. Where this country is one of the countries that has high capabilities during remote teaching process. Where, the quality of teachers and students in Ecuador is very good in using technology. Thus makes in Ecuador ready to change the face-to-face learning process to remote teaching. This is different when compared to Indonesia because remote teaching is something new, so it is the main point in this research. According to Standman &

Peterson (2020) said that some researchers have tried to remote teaching through a qualitative approach. However, their findings can be confirmed also by data analysis using quantitative methods. So, the researchers want to try to present different data using mixed methods with research results that dominate from qualitative methods, and to analyze the factors that affect the implementation of teaching English from teachers and students perspective at SMAS Lab Undiksha supported by quantitative methods.

### **1.3 Research Question**

Based on the background above, the research problem can be formulated as follows:

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

### **1.4 Objective of the Study**

#### **1. General Objective**

In general, this study is aimed to investigate the factors affecting the implementation of remote English teaching from Senior High Schools teachers and students perspective, especially for SMA Lab Undiksha.

## 2. Specific Objectives

There are four specific objectives in this study, such as:

- a. To analyze the remote teaching supporting factors found in the literature confirmed by teachers and students at SMA Lab Undiksha
- b. To analyze the remote teaching limiting factors found in the literature confirmed by teachers and students at SMA Lab Undiksha.
- c. To describe how teachers perceive these remote teaching supporting and limiting factors at SMA Lab Undiksha.
- d. To describe how students perceive these remote teaching supporting and limiting factors at SMA Lab Undiksha.

### 1.5 The Significance of the Study

There is theoretical and practical significance in this research, i.e.:

#### 1. Theoretical Significance

Theoretically, the result of this study are to enrich knowledge about the factors that supporting and limiting the implementation of remote teaching, as well as how these factors are perceived by teachers and students from Senior High School in SMA Lab Undiksha Singaraja.

#### 2. Practical Significance

- a. For Teacher

The results of this study can give information, data and also an overview of the factors that affect the implementation of remote teaching English. Then, this research can also be used as a

reference and also a guideline if other teachers want to know the factors that affect the implementation of remote English teaching from the perspective of teachers and students at SMA Lab Undiksha Singaraja.

b. For Students

The results of this study are expected to provide information, data and an overview of the factors that influence the implementation of remote English teaching at SMA Lab Undiksha, and students can understand the factors that affecting the implementation of remote English teaching from the perspective of teachers and students at SMAS Lab Undiksha Singaraja.

c. For Other Researchers

For other researchers, it is hoped that they can use the result of this study by using similar research that can provide an analysis of the factors that affecting the implementation of remote English teaching from the perspective of teachers and students at SMA Lab Undiksha Singaraja.

### **1.6 Research Scope of Study**

As for the scope of this research use two English teachers in SMA Lab Undiksha and all 11<sup>th</sup> and 12<sup>th</sup> grade students in the language class who have been doing online learning during the *Covid-19* pandemic. Based on the identification of the problems mentioned above, the focus of this research is to investigate the factors affecting the implementation of remote English teaching from Senior High School teachers and students perspective in SMA Lab Undiksha Singaraja.