

CHAPTER 1

INTRODUCTION

This chapter contains of several sub topics, namely research background, problem identification, limitation of the study, research questions, objectives of study, and significance of study.

1.1 Background of The Study

Remote teaching is one learning approach that is indeed familiar to teachers as well as students in Indonesia. This approach is increasingly being used due to the emergence of the COVID-19 pandemic (Rinekso et al., 2021). This approach was implemented to prevent the spread of COVID-19 (Abidah et al., 2020). This policy has significantly changed the implementation of education in Indonesia (Nyudak et al., 2021a). Learning activities that can be done initially by face-to-face activities must be replaced with remote learning (Bahasoan et al., 2020; Tathahira & Sriayu, 2020).

In the EFL context, an abrupt shift from conventional classes to digital classes was also implemented. Moreover, this implementation of remote teaching is incorporated with various technologies. The advancement of technology in the 21st century indeed has made it possible for teachers to integrate many learning platforms that can be used in remote teachings, such as Google Classroom, Schoology, WhatsApp, and video conferencing like Zoom or Google Meet (Nyudak et al., 2021b). Based on Nugroho et al., (2021a), most EFL teachers conduct remote teaching and learning activities synchronously by using digital platforms such as video conferences, learning management

systems, and chat applications. These tools make remote teaching easily conducted, accessible, and able to reach remote areas (Dhawan, 2020)

It can be said that in the execution of remote teaching, teachers are forced to have competence in operating digital devices to conduct remote learning (Mukarromah & Wijayanti, 2021). Teachers also demanded to be able to innovate in the use of technology during distance learning (Tathahira & Sriayu, 2020). Furthermore, in conducting remote teaching and learning, teachers need to provide learning materials, assignments, and assessments to be done by students on particular learning platforms (Allo, 2020). In providing learning materials through online mediums, teachers need to select an appropriate learning design that is easy to reach by the students (Triyono, 2015).

Nevertheless, in implementation remote teaching and learning, not only needs to be facilitated with technology but also teachers' roles. It can be said that teachers' roles are one of the most important keys in achieving successful remote teaching and learning (Adebo, 2018). Teachers are professional educators whose job to transfer knowledge to the students (Naibaho, 2019). Teachers' assignment is not only to educate students but also to handle students' conditions in accepting lessons (Abida Ferindistika Putri et al., 2019). Moreover, teachers are expected to play many roles in the whole learning activity depending on the situation, time, and activities in class (Sadiq, 2020; Shahid Kazi & Aziz, 2019). Teachers who can carry out their roles well and build good relationships with students will have a positive influence on learning activities (Johnson, 2017).

In addition, there are many roles that a teacher must play in learning activities. Based on Harmer (2001), teachers have eight roles, which are controller, organizer, assessor, prompter, participant, resource, tutor, and observer. These roles are reflected in teachers' functions in conducting learning activities. For instance, a teacher's role as controller means that the teacher functions to direct all activities that occur in the

classroom. Specifically, this role of the teacher can be seen when the teacher provides such information or announcement and guides the pupils' activities in class (Naibaho, 2019).

Besides teachers' roles, academic language also should be noted in conducting learning activities. Academic language can be defined as a language that is typically used in a school environment, including textbooks, assignments, or any medium in schools, including a teacher's speech during learning (Ranney, 2012). This aspect is crucial because it plays a huge part in a successful learning activity. Academic language helps students enrich their knowledge and understand the messages that are delivered during learning activities (Friedberg et. al., 2017). Based on Hughes (1990), academic language function can be differentiated into four parts, namely organization, interrogation, explanation, and interaction. All of these functions are necessary to optimize the teachers' roles in a learning activity, especially in a remote teaching context. Thus, teachers need to use clear academic language in learning activities so that students can get the points that are provided.

However, teachers' roles and academic language have been challenged in the implementation of remote teaching. The insufficient skills of teachers in using technology make remote learning activities limited so that teachers cannot carry out their roles optimally (Nyudak et al., 2021a). Moreover, in remote teaching, communication and interaction during the learning process are very limited, which makes the role of teachers more challenging (Penelitian et al., 2021). This problem leads to another issue, which is in terms of students' motivation (Yuzulia, 2021). Students mostly stated that remote learning is not more interesting compared to conventional learning (Mulyanti et al., 2020). It can be seen that during the learning process remotely, students' motivation is decreased (Mukarromah & Wijayanti, 2021). To overcome these problems, teachers have to be involved in learning activities.

Moreover, the issue of teachers' roles itself has attracted many scholars' attention. It can be seen from the extensive research about teachers' roles. For instance, Rindu and Ariyanti (2017), have made a study that focused on teachers' roles in managing class. Moreover, this study takes SMP Advent Samarinda as the setting of their study. This study used a qualitative approach to conduct the study and involved an English teacher as their subject of study. Another example is from Huang (2018) which has investigated teachers' roles in online learning. This study aims to examine how students perceive the teacher's role in an online learning context. Furthermore, to conduct this research, the data was collected from 153 university students by involving them. In other examples, Mayasari and Kemal (2020) also have been conducted a study about teachers' roles in MIN 1 Banda Aceh. The focus of this research is to describe the roles of

teachers in the implementation of distance learning. In addition, the qualitative descriptive approach is used, by giving questionnaires to the teachers as the subject of the study.

Nevertheless, the previous studies that have been conducted only focused on other level setting namely higher education, junior high school, and elementary school. In addition, previous studies never took senior high school level as a reference of study. Thus, it remains unclear. Even though this information is necessary to know because teachers' roles are one aspect to achieve successful learning. Furthermore, to close the gap left by the previous studies, the present study is conducted by focusing on a teacher's role in remote teaching in a senior high school level in Tabanan regency.

Moreover, in conducting this research there are two schools that will be used in this study namely SMA Negeri 1 Selemadeg and SMK Negeri 3 Tabanan. In addition, two English teachers will be investigated in this research. The selection of these two schools as the setting of the research, because the teachers in these schools met the criteria of this study, namely teachers who are not only use learning platforms such as chat applications and learning management systems (LMS) but also video conference applications such as zoom or google meet. Based on the preliminary observations that have been done, the English teachers who teach at these schools implemented various learning platforms for conducting remote teaching optimally. Thus, the researcher decided to choose these schools as the setting and subject of the study. Although this study uses teachers from senior high school as well as

vocational schools, the focus of this research will be on the role of English teachers in the context of a remote teaching in general.

Furthermore, the implementation of this research aims to analyze the role of English teachers based on Harmer's theory (2001) and academic language function by Hughes (1990) and describe challenges in implementing those roles that will be seen from Hamruni's theory (2011).

1.2 Identification of the Problem

Remote teaching and learning are known for its flexibility when compared to conventional learning. However, the implementation of this activity requires a very well-prepared teacher. In addition, the learning activities that are implemented remotely also limit the teacher's ability to carry out their roles in the classroom. For example, one of the teacher's roles is as a controller where the teacher must provide direction and control in carrying out learning activities. Nonetheless, these roles cannot be played properly due to limited interaction and communication during remote teaching. Thus, it is necessary to conduct further investigations regarding the implementation of the teacher's roles in the classroom to discover how teachers' roles are executed in remote English teaching contexts.

1.3 Limitation of the Study

In order to do an in-depth analysis in this research, the scope of this study is limited. The study focused on examining the role of the teacher in remote English teaching in a senior high school as well as a vocational school in Tabanan Regency. In addition, this research will also attempt to identify and

explore what academic language function that support teachers' roles in a remote teaching context and describe the challenges in a remote teaching context.

1.4 Research Questions

Based on the background of the study above, the research question can be formulated as follows:

1. What are teachers' roles played during remote teaching in senior high school level at Tabanan regency?
2. What are the academic language functions that used to support teachers' roles in remote teaching in senior high school level at Tabanan regency?
3. What are the challenges faced by teachers in playing their roles during remote teaching in senior high school level at Tabanan regency?

1.5 Research Objectives

Based on the problems above, the objectives of the study will be focused on:

1. To analyze the teachers' roles which are played in senior high school level at Tabanan regency.
2. To analyze academic language functions which are utilized by the teachers in senior high school level at Tabanan regency
3. To describe the teacher's roles encountered by the teachers in senior high school level at Tabanan regency.

1.6 Significance of the Study

This study is expected to provide some beneficial information of theoretical and practical significance; such as follows:

1.6.1 Theoretical Significance

The result of this study is expected to enrich existing theories on teacher roles and academic language functions as the conceptual source, particularly in the context of remote teaching. In addition, it would also be helpful to know what teachers' roles are being implemented during remote teaching. Furthermore, the result is anticipated to give further insight into how teachers' roles are used in remote teaching. The result of the study would provide empirical evidence for upcoming studies related to teachers' roles in remote teaching.

1.6.2 Empirical Significance

1. For Teachers

The findings of this study are expected to inspire teachers about how teachers' roles in remote teaching should be implemented. In addition, teachers can learn from this study to anticipate challenges in remote teaching and have an understanding of their roles and strategies that they can use. Most importantly, by learning from this empirical evidence, teachers may think of what strategies to use to tackle those challenges and to play their roles better.

2. Other Researchers

The research is anticipated to inspire other researchers to conduct similar research. Moreover, this research is expected to provide empirical evidence on teacher roles and academic language functions in the context of remote teaching, which could be beneficial information for other researchers who also carry out similar research.