

CHAPTER I

INTRODUCTION

1.1 Research Background

Covid-19 cases first appeared in Indonesia in March 2020. Since the first case, education in Indonesia has been conducted through online learning mode. The policy initiated by the Ministry of Education and Culture issued in Circular Letter Number 4 of 2020 concerning the Implementation of Emergency learning during the COVID-19 Pandemic Period, including the policy to do online learning (also known as distance learning or Pembelajaran Jarak Jauh in Indonesia) (Tedja, 2020). Online learning was carried out by using technology as a tool to support the learning process at home (Mukarromah & Wijayanti, 2021).

However, in April 2022, the Covid-19 cases in Indonesia decreased. Because of that, the government was ready to conduct the education to onsite learning with health-protocols. In the news provided by Bali Post, schools in Bangli have carried out Pembelajaran Tatap Muka (PTM) since March, 10th 2022. Pembelajaran Tatap Muka (PTM) allowed to do an offline learning in school. Moreover, in Pembelajaran Tatap Muka (PTM), the class only can be fulfilled with half of the total students and still carried out health protocol. Students and teachers must use face masks, wash hands, and use hand sanitizer.

In the transition from online to onsite learning, teachers must make adjustments in teaching and assessing strategies including the use of

technology in learning (Prastya, 2022). Online learning caused students do not have enough communication and discussion with other students. As a result, students do not have enough capability to solve problems at a collaboration level (Dai, 2021). Because of that, teachers should find a way how to support the students in recovering from the online learning effect that occurred during the Covid-19 pandemic (Daniel, 2020). This situation requires teachers to have the ability to accommodate students based on the students' needs effectively. Teachers must adapt to find the best way to teach and assess students in the onsite learning period.

To teach effectively, teachers might apply I2M3 learning standards that are determined by the government. It is including interactive (*interaktif*), inspiring (*inspiratif*), fun (*menyenangkan*), challenging (*menantang*) and motivating (*memotivasi*). These standards called I2M3 regulated in *PP No.57 Tahun 2021 tentang Standar Nasional Pendidikan, Bab II, pasal 12 ayat (1)*. To ensure that students receive a quality education, teachers may use government-regulated I2M3 standards to adjust their teaching methods. These standards can provide a useful framework for instruction, helping teachers to design lessons that are appropriate and effective for their students' needs and abilities.

In line with the era of technology in the 21st century, teachers also can use technology in the teaching method. The use of technology in learning might be facilitated by a lot of services such as online platforms, and E-learning systems that make the learning process easy, with low cost. The online platform and e-learning systems are also known as Learning Management Systems (LMS). It

is providing the needs of teachers in teaching such as materials, processes, and evaluations. LMS allows students to interact and collaborate with other students, increasing students' ability individually. Examples of mostly known LMS are Google Classroom, Moodle, Schoology, etc. Teachers are also allowed to make an online meeting conference using a lot of online meeting platforms such as Google Meet, Zoom, Cisco Webex, etc. Research conducted by Artini, et al. found that in pandemic situations, teachers prefer to use a platform such as WhatsApp and Google Classroom which provide an easy and low cost that make the implementation of education become more practical and easier (2021). Based on the research, both platforms WhatsApp and Google Classroom have very wide users, especially Indonesian students from elementary to university.

Moreover, in addition to adjusting the teaching strategies in onsite learning, teachers are also required to adjust the assessment strategies. Assessment has an important role in the learning process, it is used to increase educational quality and assist teachers in determining the success of a learning objective (Gloria, 2012). By definition, assessment is a process in which teachers collect data or evidence of students through the learning process that is purposed to measure the students' learning improvement (Yambi, 2020). To make the assessment process that is conducted by teachers work effectively, the assessment must meet the purposes of assessment. According to Padmadewi and Artini (2020), there are three purposes of assessment, assessment for learning (feedback while learning), assessment as learning (self-assessment on learning), and assessment of learning (after learning).

Various studies have explored and found many teaching strategies that are used by teachers also with various media. Researchers such as Harianingsih and Jusoh (2022), Norsahanah (2021), and Ramadhan (2022) found different teaching strategies that align with the I2M3 standard that regulated by Indonesian government during onsite learning transition. In addition to teaching strategies, researchers such as Fitriah et al., (2020) and Khairil & Mokshein, (2018) also discovered assessment strategies used by teachers in the onsite learning transition.

However, the different teaching and assessment strategies that teachers used in onsite learning transition is a fascinating topic to be researched. In this study, English teachers in SMA Negeri 1 Bangli become subjects of the study to discover their adjusted teaching and assessment strategies in the onsite learning transition. In preliminary research conducted with the English teacher in SMA Negeri 1 Bangli, the teachers revealed that the school has conducted Pembelajaran Tatap Muka (PTM) or face-to-face learning in April 2022, which is the second semester of the 2021/2022 academic year. The learning activity was conducted with health protocol. In this situation, students in each class are divided into two groups. The first group went to school in the morning, and the second group went to school in the afternoon to reduce the number of students in the class to avoid the covid-19 cases. In the next semester, the school started to conduct full onsite learning for all the students with the same system as before the pandemic.

Based on the explanation, many studies have been conducted to examine teaching and assessing strategies. However, it is necessary to review how the

teaching and assessment that is applied by the teacher will be carried out, considering this is the first time that learning is carried out onsite. Moreover, it is also necessary to identify what problems are encountered by the English teacher in teaching and assessing students in the onsite transitional period. This study aims to find the teaching and assessment strategies that the teachers are applying, also what the problems encountered by the English teacher in teaching and assessing students in online learning and onsite learning transition.

1.2 Problem Identification

During the Covid-19 pandemic, there are some phenomenal changes related to English Learning:

1. A pandemic that appears suddenly became a challenge for teachers and students to face. Teachers must adjust the teaching and assessment strategies in online learning with technology-based learning.
2. In March 2022, there is a policy that learning activities change into onsite, and school activities where the students are allowed to go to school. In this situation, each class is followed by 50% of the number of each class in turns called shifts. This new strategy of course requires readjustment, and teachers must adopt adaptive teaching strategies to continue to produce good results for students.
3. The effectiveness of learning strategies must be supported by appropriate assessment. Nowadays, there is a lack of research that is proposed to describe adaptation strategies that are applied by teachers in doing

appropriate assessments for this method of combining online and onsite learning.

4. The effectiveness of learning strategies must be supported by appropriate assessment. Nowadays, there is a lack of research that is proposed to mention the teaching and assessment strategies applied by the teacher in online and onsite learning transition.

1.4 Research Limitation

In this research, the data was collected in a senior high school in Bangli regency. The selected senior high school used onsite learning mode. SMA Negeri 1 Bangli was the selected high school as the place of collecting the data. The object of the research was teachers who taught in grades 11 and 12. Moreover, the teachers in this research were English teachers. Moreover, this study was limited to discussing the teaching and assessing strategies applied by English teachers in SMA Negeri 1 Bangli as well as mentioning the problems they may have encountered during the onsite transitional period learning process.

1.5 Research Questions

Related the background and identification of the problems above, inspired researchers to carry out research that describes the efforts of English teachers in organizing learning in the onsite transitional period modes, so the research problems can be formulated as below:

1. What strategies are used by the teacher in teaching English during the onsite transitional period in SMA Negeri 1 Bangli?

2. What strategies are used by the teacher in assessing English during the onsite transitional period in SMA Negeri 1 Bangli?
3. What are the problems encountered by the English teacher in teaching and assessing students learning in SMA Negeri 1 Bangli?

1.5 The Purposes of the Study

In line with the research questions above, there are three objectives of the research:

1. Identify the strategies used by the teacher(s) in teaching English in the onsite transitional period modes in SMA Negeri 1 Bangli.
2. Identify the strategies used by the teacher(s) in assessing English learning in the onsite transitional period modes in SMA Negeri 1 Bangli.
3. Describe the problems encountered by the teacher(s) in teaching and assessing students learning in the onsite transitional period in SMA Negeri 1 Bangli.

1.6 Research Significances

This research provides some benefits, as below:

1. The research findings were expected to be a crucial resource for EFL teachers so they may learn vital information about the strategies applied by English teachers in Bali's senior high schools. These findings also could bring awareness on the part of the teacher about the selection of techniques from which they could consider their teaching and assessing methods

2. This research also could be expected to provide empirical evidence about teaching and assessing in online and onsite transition periods and also used the gap from this research for further research

