CHAPTER 1

INTRODUCTION

1.1. Background of the study

Remote learning becomes a solution in conducting the learning process during the covid-19 pandemic. This learning method was implemented because it was one of the policies given by the government which is the Minister of education and culture. Besides that, Belikova and Shkil (2021) stated that distance education or technology-based learning has been trusted as one of the effective strategies during the covid-19 pandemic. Remote learning has been developed before the existence of Covid-19. However, the learning method is more developed in education during the Covid-19 pandemic because most of the teachers used remote learning as a learning method. Remote learning or distance learning can be defined as a process of learning that is not conducted in the classroom, but both teachers and students are separated from each other in different places. According to Ambeth (2020), remote learning is the learning activity that is most of the proses conducted by teachers who live away from the learner, the purpose of this learning process is to make the process more flexible.

During remote teaching, English is one of the subjects that are taught in Senior High Schools in Indonesia. English learners in Senior high school are divided into three years in which there is the minimum competency that must be achieved by students (Mappiasse & Bin Sihes, 2014). There are three main purposes of learning English in Senior High Scool, namely to develop students' communication competencies both written and spoken, to convince students regarding the importance of English for increasing human resource quality, and to

give students and understanding regarding the relation of language and culture (Rahmiyanti et al., 2013). So to achieve these goals and competencies during distance learning, the teacher must play a good role, whether designing the learning activity, learning material, and learning platform used during the learning process

In remote learning, the teacher has an important role to make the learning process run well. Teachers need to motivate students to be enthusiastic in the learning process though it's done virtually. According to Gustiani (2020) motivation has been proven in giving influence to students' online learning, both internal and external motivation give influence the student's learning process. More than that, the teacher has various roles in conducting the teaching and learning process. The teacher has eight roles as mentioned by Harmer (2001)which are assessor, organizer, resource, prompter, controller, participant, tutor, and observer. In the teaching and learning process, both traditional and distance learning involved those kinds of teacher roles. According to Nurasiah and Solehuddin (2021), teachers play the role of controlling and guiding students in online learning more specifically in guiding students to learn remotely. It is including how to use the technology in the learning process. Moreover, the teacher also needs to play the role of an organizer to regulate the classroom in thems of teaching strategy and media because remote teaching is much different from conventional teaching.

The role of the teacher in teaching activity can't be separated from the use of a language in communication, because all of the time during teaching activity teacher needs to interact with students by using a language. A language

that supports the teacher's role is academic language. According to Schleppegrell (2004) as in Kayalar and Kayalar (2016), academic language is a language that is used to get a new understanding and knowledge to communicate and conform to understanding others. Academic language has a certain function in education. According to Huges (1990), there are four functions of academic language, namely organization, interrogation, explanation, and interaction. In the context of remote teaching, teachers also used academic language, for instance, the teacher used academic language as an explanation to explain the material whether through learning video or online meetings

Nevertheless, Remote learning can't be separated from the use of digital tools, so it is required the technology knowledge of students and teachers. According to Al Kodri (2020), information communication technology is an important part of distance learning, and the competence of using computers or technology tools is needed for the application of remote learning. Efriana (2021) stated, not all teachers ad students are capable to used digital tools such as computers, laptops, or gadgets. Besides that, there was another problem related to the use of technology. As mentioned by Haniva & Nurizzati (2021) students have difficulties with network constraints and internet packages during online learning.

The integration of technology in distance learning becomes a challenge for students and teachers. As mentioned by Mazlan et al., (2021), there were many challenges faced by the teacher and students during remote teaching namely, teachers and students' motivation in remote learning, the insufficient skill to implement online learning, insufficient tools to conduct online teaching and learning, the strategy used in online teaching, choose the appropriate platforms in

online teaching and learning, the communication, and the last is challenges in giving feedback for students' motivation. Moreover, there is also a challenge for teachers in playing their roles during remote teaching which is related to the limitation of communication because teachers can't directly communicate with students.

To overcome the challenges during remote teaching, both teacher and student must have good communication, so teachers can motivate students who have poor motivation in distance learning. Pale (2021) stated two different points of view from students and lectures about how the solutions to cope with the problem during online learning. Firstly, from the students' perspective, stay focused on the use of learning applications, try to find a place with a good internet connection, chose an application that uses less internet quota, and respect each other. Secondly, lectures suggest implementing blended learning to overcome the negative effect of online learning. Besides that, according to Ajizah (2020) to overcome the challenges of online learning, it's needed the improvement of skills related to the use of technology especially the use of a learning management system.

On the other hand, the role of the teacher that will investigate in this study is the role of teachers during remote teaching. How teachers play a role in teaching English during distance learning. For instance, when the teacher organizes students to learn via online platforms, the teacher instructs students to make a group or other kind of learning activity, and the teacher asks students to make assignments means that the teacher plays the role of an organizer. Another example is when the teacher acts to give learning sources during online learning,

the teacher provides students with the learning material, and the teacher gives online sources about the material for students means that the teacher plays the role of a resource. From those examples, eight other roles will observe by the researcher based on Hamer's theory.

Recently, studies about teacher roles have been done by many scholars. For instance, the study by Xhemajli (2016) investigated the role of the teacher in interactive teaching which was conducted in nine elementary schools. Rindu and Ariyanti (2017) also investigated the role of teaching in managing the class conducted in junior high school at Samarinda. Besides that, Irah Larasati et al., (2020) conducted a study about the role and function of the teacher in elementary school. From most of the studies related to the teacher's role, many previous studies have been investigating the role of the teacher in a traditional classroom, however, the study in the context of remote teaching remains unclear. More than that the previous study related to the teacher role was rarely conducted in Senior High School. So studies about the teachers' role especially in the context of English remote teaching have been scarce. To cover the gap, this research will investigate the teachers' roles in remote English teaching, the academic language used by the teacher in playing their role, and the challenges faced by the teacher in playing the role during remote teaching. This study will be conducted in Senior High School at Klungkung Regency.

Moreover, before doing the preliminary observation, the researcher already determined the criteria of the participant. The criteria are the English teacher who used various learning platforms during remote teaching, the platforms including virtual meetings such as zoom, google meet, Webex, etc.

From the preliminary observation that has been done by the researcher in senior high schools in the researcher's region and also outside the researcher's region, two schools were selected as research sites. The school are SMA Negeri 1 Semarapura and SMA Pariwisata Saraswati Klungkung. The researcher choose those schools because the result of the preliminary observation showed those two schools taught English subject online and during online learning the English teacher used various learning platforms, not only WhatsApp group but also used virtual meeting platforms which is zoom and google meet. One English teacher in SMA Negeri 1 Semarapura and SMA Pariwisata Saraswati Klungkung has met the criteria of being a participant in this study. Hence, the two schools become the research sites in this study

1.2 Problem identification

There are several conveniences felt by teachers and students in conducting distance learning, but there are also many weaknesses of the distance learning method. Therefore, teachers have to take roles during the implementation of remote teaching and learning. In remote teaching, teachers can't play the role of a teacher optimally because there are many limitations such as limitation of interaction, communication, controlling students, etc. For instance, teachers can't play their role as a tutor and observers because remote teaching required the teacher to use technology that limits teacher change to explain and observe students' knowledge. Another example, the teacher can't play the role of controller optimally because students and teachers are in different places and the activities have done through the technology tools. So it needs further investigation regarding the role of teachers during the implementation of remote teaching.

Based on the problem that identified by the researcher this study aims to investigate the roles of the teacher in Remote English teaching, analyzing the academic language function used by the teacher and describing the challenges faced by teachers in senior high school at Klungkung regency in playing their roles.

1.3 Research Questions

2. What teacher roles are played by an English teacher in remote teaching in senior high school at Klungkung regency?

3. What academic language function do English teachers use to support these roles in senior high school at Klungkung regency?

4. What are the challenges encountered by the teacher in senior high school at Klungkung regency in playing their roles?

1.4 Research Objectives

2. To analyze teachers in senior high school at Klungkung regency roles in remote teaching.

3. To analyze the academic language function used by teachers in senior high schools at Klungkung regency

4. To describe the challenges faced by teachers in senior high school at Klungkung regency in playing their roles

1.5 Significance of the Study

The researcher hopes this study can be useful and give a contribution to English teaching and learning especially for teachers and students. This study

offers two significance, which is the theoretical significance and Empirical significance.

1. **Theoretical Significance**

   The result of this study is expected to give a contribution to the development of language, especially in terms of remote English teaching. This study also intended to enrich the relevant source regarding the teacher's role in remote English and to be a reference for similar research that focuses on the same topic.

2. **Practical Significance**

   a. Teacher

   Through this study, the teacher can be prepared themself to be ready in playing the role of a teacher in remote teaching. The result of this study is also expected to give lessons for teachers to think about the challenges and prepare solutions before conducting remote teaching. Besides that through this study, the teacher can believe the importance of academic language in playing the role of a teacher.

   b. Student

   Students can learn about the role of the teacher in the success of teaching and learning activities, so students will be more respectful of the teacher. Besides that, students also can help the teacher to minimize the challenges that come from students' behavior during remote teaching

   c. Other Researchers

For other researchers, this study gives additional information and source for the researcher who takes a similar topic. It is can provide evidence review regarding the teacher's role in remote English teaching, academic language function, and the challenges of playing the role of a teacher.

3. The Limitations of the Study

This study was limited to investigating the role of teachers in remote English teaching in senior high school at Klungkung regency. In addition, it also examined the academic language used by teachers in playing their roles and described the challenges faced by teachers in playing their roles. This study takes place in two senior high schools at Klungkung regency which are SMA N 1 Semarapura and SMA Pariwisata Saraswati Klungkung. This study also limits the subject, which is the subject chosen by the criteria. The criteria are the teacher that uses an online meeting platform during remote teaching