

CHAPTER I

INTRODUCTION

This part will presents the introduction of the study especially about background of the study, problem identification of the study, limitations of the study, research question, research objectives, and significance of the study. Each of them will be explained as follows.

1.1. Background of the Study

Since the emergence of the Covid-19 virus in early March 2020 in Indonesia, it has affected all activities that involve the general public. One of which in education sector from Kindergarten, Elementary, Junior high school, Senior high School, and College. Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2020) writes Circular of the Minister of Education and Culture of the Republic of Indonesia Number: 36962/MPK.A/HK/2020 about online learning, it is stated that “Learning through online and work from home to prevent the spread of Corona Virus Disease (Covid-19)”. This situation causes all levels of educational implement remote teaching (Bozkurt & Sharma, Ramesh, 2020). Remote teaching can be defined as shifting face to face learning to online learning due to crisis that happen (Hodges et al., 2020). Moreover, both students and teachers are limited by remote and time in the application of remote teaching. Thus, the remote teaching process takes place flexibly, anywhere and anytime.

However, the implementation of remote teaching faced many challenges by teachers and students. The challenges that are often faced by teachers and students in remote teaching process are limited internet connections and lack of interaction between teachers and students (Irza, 2021; Muslimin & Harintama, 2020). The most common challenges found in the remote teaching process are technological facilities and internet networks that are not good is general problems. This cause student low motivation and student low ability to understand the material because the learning process is monotonous (Rahayu & Wirza, 2020). Thus, based on the challenges that explain above, the teacher's role is needed in the remote teaching process.

Talking about education cannot be separated with the intervention of teacher. As previously explained, in remote teaching both teachers and students must have competence in using digital platforms to connect interactions between teachers and students. However, competence in using technology alone is not enough to facilitate remote learning activities. In this case, it is necessary to have the role of the teacher as a supporter of the remote learning process (Li & Yu, 2022). According to Huang (2018), teacher role's in remote teaching are really needed by students to provide a feedback, guidance, direction, supervision and monitoring in the remote teaching process. Furthermore, According to Harmer (2001), teachers have eight roles which are controller, organizer, assessor, motivator, participant, resource, tutor and observer.

In the learning process, the teacher's role is very important, especially in remote teaching. For example, in study by Mayasari and Kemal (2020), found that one of the teacher's roles is as a resource, the teacher provides learning resources through videos or television programs made by the government, Mayasari and Kemal also found that the teacher's role in remote teaching as a motivator and assessor, for example the teacher gives students motivation by providing a bonus value for those who are often active in remote learning.

However, during remote teaching the role of the teacher is still challenging, the teacher must be able to adapt to the conditions that were originally face-to-face teaching to remote teaching. Alhammudin and Zebua (2021), in his study stated that teacher competence was one of the challenge during online learning. Teachers find the difficult in adjust to online learning, one of which is for old teachers who do not have the competence to use technology. In addition, the limited distance makes the teacher's role even more challenging in interacting and communicating during online learning. For example, According to Efriana (2021), in remote learning students face difficulties to understanding the subject matter caused by the lack of explanation of each material. Its mean, students need the teacher's role in conveying the material more clearly. Teachers must be able to be directly involved in the learning process, explaining material with different strategies from face-to-face learning, so that students can easily understand the material, therefore the role of the teacher is needed during the remote teaching process.

Nevertheless, the teacher's role in remote teaching needs to be supported by other aspects such as academic language. Academic language can be defined as language used for acquiring new skills and knowledge, both by teachers and students, it can be used in school environment, including material explanation by teacher, assignment, text books and other media in school (Ranney, 2018). The use of academic language is very important for teachers, especially in remote teaching. Both teacher and student can use academic language to create a good communication (Fang, 2018). Thus, academic language is one of aspects that teacher need to use to support the learning process during remote teaching.

Recently, the issue of teacher's roles has been extensively studied by many scholars. Fransiska (2021), has investigated the role of teachers in optimizing online learning using descriptive qualitative methods, the purpose of this study was to examine the role of teachers in optimizing online learning in junior high schools. Another study on the role of the teacher has also been carried out by Rindu (2017), has investigated the role of the English teacher in managing the classroom during the teaching and learning process. The results of the study show that teachers are able to carry out their roles, while the superior roles are most widely applied by teachers such as assessors and controllers.

As seen from previous studies, many studies on the role of the teacher in remote teaching have been carried out but still remains unclear in EFL contexts, while studies on the role of English teacher during remote

teaching have also not been discovered. More information is, of course necessary to know how the role of english teacher during remote teaching. Therefore, to cover the gap left by the previous study, this research was conducted by focusing on the role of the teacher in the context of remote teaching. Another aspect that differentiate is the setting. This study takes the setting at SMA N 1 Tegallalang which has not been taken from previous research and SMA N 1 Tegallalang is one of the schools that implements remote teaching using a digital telecoference platform such as Jitsimeet..

Before conducting this study, the researcher has done preliminary observation in SMA N 1 Tegallalang. It was found that the teacher still had problems in carrying out their roles during the remote teaching process. Its beacuse, the teacher still had limitations in using digital platforms so that teachers find it difficult to interact and communicate between students. From those aforementioned problems this study aims to identify the role of english teacher during remote teaching by classifying 1) The role's of english teacher in remote teaching at SMA N 1 Tegallalang, 2) The academic language that teacher used in playing the roles at SMA N 1 Tegallalang , 3) The challenges do English teachers encounter in playing their roles at SMA N 1 Tegallalang.

1.2.The Problem Identification of Research

During remote teaching, there are many problems faced especially by teachers and students. Therefore, the teacher as a intermediary for the learning process has an important role, especially in remote teaching.

Remote learning, which is still relatively new to implement, really needs guidance and assistance from the teacher, because there are still many students who have not been able to adapt remote learning well. However, in remote teaching, not all teachers can played their roles optimally.

Based on preliminary observations, it was found that teachers at SMA N 1 Tegallalang still had problems in carrying out their roles during the remote teaching process. This is due to limitations in using digital platforms so that teachers find it difficult to interact and communicate between students. This causes the role of the teacher by Harmer (2001), as a controller, organizer, assessor, motivator, participant, resource, tutor and observer cannot be carried out optimally. Its beacuse, the teacher still had limitations in using digital platforms so that teachers find it difficult to interact and communicate between students.

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1.3.The Limitations of the Study

This research will be conducted at SMA N 1 Tegallalang, the researcher limits this scope of study. This is also due to limited time and available resources. So to make research that is both specific and explicit, the researcher decided to focus the study on the role of the teacher in

remote English teaching in SMA 1 Tegallalang. In addition, this research will also attempt to identify and explore what are academic languages that support teacher roles in remote teaching context and the challenges in remote teaching context.

1.4. Research Question

1. What teacher roles are played by english teacher in remote teaching at SMA N 1 Tegallalang?
2. What academic language functions do english teachers use to support these roles at SMA N 1 Tegallalang?
3. What challenges do English teachers encounter in playing their roles at SMA N 1 Tegallalang?

1.5. Research Objectives

Based on the research questions above, research objectives can be decided as follows:

1. To analyze the teacher roles in remote teaching.
2. To analyze the academic language functions used by teacher.
3. To describe the challenges encountered by the teacher in playing their roles.

1.6. Significance of the Study

There are two significances of the study that can be explained 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

1.6.2. Empirical Significance

This study is expected to deliver information to the following readers, such as:

1. Teachers

Teachers can learn from this study to anticipate challenges in remote teaching and have understanding about their roles and strategy that used to. Most importantly, learning from this empirical evidence teachers may think of what strategies to be done to tackle those challenges and to play their roles better.

2. Students

Learning from this study, students may anticipate what academic language functions is mostly used by teachers and how they could responds to these academic language functions. Hence, students with academic language function are expected to be more focus and ready when study in the classroom

3. Other Researchers

This research is expected to provide empirical evidence on teacher roles, academic language functions in the context of remote teaching. This could be a beneficial information for other researchers who also carry out similar topic.