

CHAPTER 1

INTRODUCTION

This chapter presents the introduction of the study especially about background of the study, problem identification of the study, limitation 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

COVID-19 has completely changed the lifestyles of people around the world, education has become one of the most affected areas amid the COVID-19 pandemic. Due to this pandemic, schools from all levels (elementary, junior high school, and senior high school) are implementing remote teaching. Remote teaching can be defined as shifting face-to-face learning to online learning or learning from home. Remote teaching happens outside of the physical classroom. Both the teacher and the students are separated in time and distance. This teaching method is perceived as the most appropriate approach for teaching and learning in this emergency situation (Mohammed et al., 2020). Furthermore, according to (Li & Yu, 2022), the implementation of remote teaching relies more on computer technology, which will have an impact on the reconstruction of education so far.

Moreover, The Nature of Remote Teaching Remote teaching, or the distance learning process, has been going on since 2019, as we know the current conditions that cause the learning process to take place remotely. According to (Katsarou & Chatzipanagiotou, 2021), distance learning in delivering material can use digital technology, so students can learn anytime and anywhere. Distance

learning has an impact on students in various classes, from the lowest to the highest grade. Because of this, the teacher has to change learning strategies and methods.

Remote Teaching in an Indonesian EFL context, the context of education in Indonesia, the (Culture., 2020) has officially announced that all educational institutions, from the lowest (basic education) to the highest (university), must carry out their activities using technology such as computers and mobile phones (Culture., 2020). Based on the explanation above, the writer concluded the policy of study from learning supports the teaching and learning process to continue even though teachers and students do not meet directly at school. Teachers can still deliver the material, and students can receive the lessons. Teachers must also be creative and innovative in providing activities for students in a distance learning environment. Teachers must master content, technology in online language learning, and foreign language learning pedagogy.

The Teacher's Role in Remote Teaching, (Misirli, 2021) The occurrence of the coronavirus pandemic has forced schools to close after-school activities and replace them with distance learning activities at home to prevent transmission of the coronavirus. Distance teaching can be interpreted as students cannot do direct learning at school or learning cannot be done face-to-face. In the current situation, parents of students play an important role in monitoring the activities of students at home. And the teacher, they should also be able to facilitate distance learning with students. This distance learning strives for active and student-centered learning so that it can encourage student skills.

Teacher's role in remote teaching also needs to be supported by another aspect, such as academic language. Academic language is language that is used in the classroom and workplace. Based on (Susan, 2012), academic language is the language commonly used in school scientific books, assignments, and exams, including those used in school or in the school environment. This aspect is very important for school success. Academic language skills are very important for distance learning teachers.

However, the implementation of remote teaching faced many challenges from teachers and students alike. First, according (Yuzulia, 2021) lack of interaction between teacher and students because of limitations to participate in digital learning platforms. Other common problems, such as issues with the availability of the internet and technology, are often found in remote teaching and learning. Moreover, according to (Naibaho, 2019), technical issues also become a problem during remote teaching. These technical problems might reduce the effectiveness of the class and cause dissatisfaction among students. Students initially feel less motivated and lack interest in participating in remote learning compared to conventional learning. Hence, in doing remote teaching amid the disease, the teacher's role is really necessary. In implementing distance teaching and learning, teachers need to adjust the remote teaching and learning process so that learning objectives can be achieved (Abdulkareem, 2020). With the use of remote teaching, teachers are expected to conduct an interactive class by using various platforms or technologies such as video conferencing, learning management systems, chat applications, etc.(Fuad, 2020).

Generally, teachers have numerous roles in many subjects. According to (Harmer, 2001), teachers have eight roles, which are controller, organizer, assessor, prompter, participant, resource, tutor, and observer. In doing so, teaching and learning these roles are really urgent, particularly in distance learning. For instance, one of the teachers' roles is as an organizer. So, in teaching, teachers need to organize the activities in class, such as giving instructions to students, managing the learning process, etc. There are so many teachers' roles in the learning process that need to be considered by teachers. From the previous explanation, it can be seen that teachers' roles are really important, especially in remote teaching.

There has been extensive research about teachers' roles. Furthermore, numerous studies have been conducted by many researchers about teacher roles. For instance study was about "Secondary school language teachers' online learning engagement during the COVID-19 pandemic in Indonesia" by (Tamah, 2020). In this case study, there were 18 teachers from four different Indonesian provinces. An online survey, weekly reflections, and teacher interviews were used to gather the data. But the implementation of teachers' roles in other levels, especially in senior high school, remains unclear and this kind of information is necessary. Furthermore, to cover the gap left by the previous study, the present study is conducted by focusing on a teacher's role in remote teaching at SMA N 1 PAYANGAN.

So, the author chose SMAN 1 PAYANGAN as the research location is because this school is one of the schools in Gianyar Regency that implemented

distance learning during the COVID-19 pandemic using teaching media such as Video Conference and LMS. In addition, before making this school a place of research, the author have made observations to several schools in Gianyar Regency and finally the author found 1 school that entered the research criteria whose criteria were like the school used, namely a school that has English teachers who implement distance teaching using platforms such as Video Conference and LMS as a distance teaching process. In addition, this research focuses on the implementation of teacher's role in remote English teaching, which takes place in Gianyar, Bali. SMAN 1 PAYANGAN is the setting of this research. Based on the results of preliminary interviews with English teachers at SMA N 1 PAYANGAN, several problems were found during Emergency Remote Teaching. The first problem is that only part of the teacher's role can be carried out to teach, while the other teacher's roles cannot be carried out properly. The second problem is that there are still teachers who have not been able to use technology optimally. The third problem is the limited quota and signals from both teachers and students. Therefore, it is very important to investigate the role of teachers in using online platforms such as video conferencing and LMS-based strategies during Emergency Distance Teaching. Based on the description above, the teacher's role in teaching English at a distance in schools makes a great contribution not only to students but also to institutions. So the researcher are interested in carrying out research at the school, and the researchers also asked some questions about the role of teachers in distance learning, the challenges

faced by teachers in implementing distance learning, and the academic language used in remote teaching at SMAN 1 PAYANGAN.

1.2 The Problem Identification of Research

From the background above, Emergency Remote Teaching (ERT) is a new situation in the teaching and learning process. Therefore, the teacher's role in Emergency Remote Teaching-learning is very necessary. How teachers can play their role in the current situation. In addition, during Emergency remote teaching the teacher must choose an appropriate strategy for learning. The use online platforms such as video conferencing and LMS based strategy is the choice that can be used in this situation. However, there are problems faced by teachers in playing their roles using online platforms such as video conferencing and LMS based strategies during Emergency Remote Teachings, such as limitations of signal, quotas, and tools.

The impact of this pandemic on education is enormous. Based on the results of the preliminary interview with English teachers in SMA N 1 PAYANGAN, several problems were found during Emergency Remote Teaching. The first problem is only some of the teacher's roles can be implemented to teach, while the other teacher roles cannot be implemented properly. The second problem is that there are still teachers who have not been able to use technology optimally. The third problem is the limited quota and signals from both teachers and students. Hence, it is really important to investigate the teachers' role in using online platforms such as video conferencing and LMS based strategies during Emergency Remote Teaching.

1.3 The Limitations of the Study

This study is limited to knowing the role of the English teacher on the teacher's role in using online platforms such as video conferencing and LMS-based strategies in the context of Remote Teaching. This research was conducted at SMA N 1 PAYANGAN.

To conduct a more in-depth research in this research topic, the researcher limits the scope. This is also due to the limited time and resources available in the field. So to make the research specific and explicit, the researcher decided to focus the research on the role of the teacher in distance teaching English in senior high schools at SMA N 1 PAYANGAN. In addition, this research will also try to identify and explore what are the academic languages that support the teacher's role in the context of distance teaching and the challenges in the context of distance teaching.

1.4 Research Questions

Based on the background and problems identification above, there are research questions that will be mentioned as follows:

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

1.5 Research Objectives

Based on the research questions above, there are the research objectives of the study.

1. To analyze the teachers' roles are played by English Teacher in remote teaching at SMA N 1 PAYANGAN.
2. To analyze academic language functions do English teachers use to support these roles at SMA N 1 PAYANGAN.
3. To describe challenges do English teachers encounter in playing their roles at SMA N 1 PAYANGAN.

1.6 Significance of the Study

The significances of the study are explained as follows:

1.6.1 Theoretical Significance

In this study, the researcher expected to give the information on English Teachers' Roles in teaching English in using online platforms such as video conferencing and LMS based Strategies during Emergency Remote Teaching. Moreover, this study is expected to show how the teacher plays their roles in teaching English in using online platforms such as video conferencing and LMS based strategies during emergency remote teaching in SMA N 1 PAYANGAN

1.6.2 Empirical Review Significance

This study was expected to provide information to the following readers, such as:

1. For The Government

For the government, particularly the Ministry of Education, this study was expected to give the information and what needs to be considered in the implementation of Remote Teaching to be successful.

2. For The English Teachers

This study is expected to give additional information or as a solution for the teacher in playing their roles using Mobile assisted language learning in Remote Teaching.

3. For The Students

The researcher is expected to increase the student's motivation in the learning process from remote teaching.

4. For The other Researcher

This study is also expected to be useful for another researcher which is interested to assists by using technology in remote teaching.

5. For The School

The result of this study could be guidance for the school in order to implement the teachers' role in teaching English using online platforms such as video conferencing and LMS based Strategies during Remote Teaching.