

CHAPTER I

INTRODUCTION

This chapter shows the basis of this research starting from the introduction, problems, objectives, relevance, scope, explanation of important terms and organization of the research paper.

1.1 Research Background

Covid-19 Pandemic in Indonesia affected every aspect of life, especially education. The impact is indicated since March 2020, when the government has begun to close schools and other educational institutions and the implementation of 'emergency remote teaching', which means an online learning system. According to (Wisudawan et al., 2021), policy about online learning was found as a challenge for teachers, because they were not well-trained to conduct learning based on information and technology (IT). In line with developments in the world of education, teachers need to learn and practice more and more, so they adapt to the new normal educational approach.

Meanwhile, there are several developments that occur in students as a result of the implementation of online learning. These developments occur due to supporting factors such as teacher support with mastery of the use of electronic education, the availability of online education platforms that make it easy for students to access materials and take tests, the ease of communicating individually with teachers, and with the improvement of relationships built with peers through projects (Stoian et al., 2022). However, online learning also had

a negative impact on students, such as reduced learning motivation (Meşe & Sevilen, 2021).

When the situation was getting better after more than two years since the Covid-19 pandemic occurred in Indonesia, the government gave a policy about limited face-to-face learning. It means the combination of online learning mode by using an online learning platform and face-to-face learning in the classroom (onsite). This policy applied since the beginning of the even semester of 2021/2022. In this period, teachers are required to adjust in designing both teaching and assessment strategies. This is to support both teachers and students in achieving the learning objectives.

In designing learning strategies, teachers need to pay attention to whether the strategies to be applied can fulfill the things required to achieve learning objectives and the suitability of student needs. Therefore, the implemented teaching strategies have to be in accordance with government regulation PP Nomor 57 of 2021, Bab II, Pasal 12 ayat (1) which stated that the implementation of learning needs to be organized in a learning atmosphere that contains the I2M3 process standards including interactive, inspiring, fun, motivating, and challenging.

On the other hand, assessment is also important to be considered since it is inseparable from teaching in education. In assessment, there are three approaches that teachers need to pay attention, namely assessment as learning (includes students' involvement), assessment for learning (conducted during learning process and help teachers improve learning quality), and assessment of

learning (conducted at the end of learning) (Padmadewi & Artini, 2019). The application of the three assessment approaches can help both teachers and students in improving the quality of learning to achieve predetermined learning objectives.

One of the cities in Bali, namely Denpasar, had respond to this policy by issuing a Circular Letter regarding Face-to-Face Learning (PTM) policy in Denpasar City. From the Head of Youth and Sports Education Office (Kadisdikpora) Denpasar, A. A. Gede Wiratama, it has been confirmed that face-to-face learning in Denpasar carried out starting April 1, 2022. He stated that schools already given authority to determine the number of students who attend. It is also stated that the number of students who attend to school based on the level of implementation of restrictions on community activities (PPKM) and the schools' readiness (Putu Supartika, 2022 available in PTM di Denpasar Mulai 1 April 2022, Kapasitas Siswa Menyesuaikan dengan Kesiapan Sekolah – bali.tribunnews.com).

In line with the news about face-to-face learning policy, preliminary research was conducted by interviewing a teacher from SMA Negeri 10 Denpasar. From the results of observations, it was known that schools in Denpasar followed the policy issued by the government. SMA Negeri 10 Denpasar started face-to-face learning on April 4, 2022, with a fully offline system. The learning system applied is normal. However, there were slight changes, namely in the duration of the lesson hours which made all subjects only last 2 hours of subjects. SMA Negeri 10 Denpasar also implemented

policies following applicable health protocols such as checking body temperature and requiring the use of masks in the school environment. Therefore, the school also prepared hand sanitizers and masks in each class. From this, it can be seen that there are changes in the implementation of learning activities, so teachers were needed to adjust strategies of teaching and assessing of policies implemented by schools.

Related to the news and the preliminary research, this research was conducted in a school in Denpasar City. The proposed study conducted in a public school with a set of senior high schools, namely SMA Negeri 10 Denpasar. The subjects of this research were senior high school English teachers. There were two methods used to conduct this research, such as classroom observations and interviews.

1.2 Research Identification

During the Covid-19 pandemic, there are several interesting phenomena related to learning English, namely:

1. There are many adjustments the teachers faced in teaching English to learners, for example, teachers' flexibility in the design of tasks that must be used as a reinforcement of learning concepts, but also consider to make learners can access it easily. According to Artini et al (2022), English language teachers use their adaptive skills to design student-centered learning strategies that are adapted to the adjustments that have occurred.

2. Since March 2020, when teachers have not settled with the online learning mode, there has been a policy to organize face-to-face learning activities (onsite). In this policy, students are arranged to come to school with the health protocol policy still in effect. Thus, students come to school in turns and others study from home (online). This mode of course still requires readjustment, and teachers must carry out learning strategies adaptively again.
3. The covid-19 pandemic brought a lot of changes in education, especially in assessment. An effective learning process must be supported by appropriate assessment. However, there are still fewer studies that aim to describe the adaptations made by teachers in carrying out assessments that are following the adaptive learning strategies used in the teaching and learning process which combine online and onsite learning.

1.3 Research Limitation

This research is a part of a larger research and conducted in SMA Negeri 10 Denpasar. In this study, the school was chosen randomly. The school chosen is a public school that has the same input and rules and is regulated by the government. The limitation of this study is to discuss the teaching and assessing strategies used by teachers and describe the obstacles they may encountered during the online and onsite transitional period. The English teachers in 10 th, 11th, and 12th grade in SMA Negeri 10 Denpasar were used as the research sample.

1.4 Research Questions

The identification above showed that this study discussed “The Effort of English Teacher to Conduct a Learning Process in The Transition of Online and Onsite Mode”. From the identification, there are research questions can be concluded as follows:

1. What strategies are used by the teachers in teaching English during the onsite transitional period learning in SMA Negeri 10 Denpasar?
2. What assessment strategies are used by the English teachers in assessing their students' learning during the onsite transitional period learning in SMA Negeri 10 Denpasar?
3. What are the problems encountered by the English teacher in teaching and assessing students learning in SMA Negeri 10 Denpasar?

1.5 Research Objectives

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

1. To describe the strategies used by the teacher(s) in teaching English in the transition period between online and onsite modes in SMA Negeri 10 Denpasar.
2. To describe the strategies used by the teacher(s) in assessing English learning in the transition period between online and onsite modes in SMA Negeri 10 Denpasar.

3. To describe the problems encountered by the teacher(s) in teaching and assessing students learning in the transition period between online and onsite in SMA Negeri 10 Denpasar.

1.6 Research Significances

This research provides some benefits, as below:

1. For English Language Education (S1)

The result of the research disseminated empirical evidence about how English teachers conduct their classes in the transitional period. This is beneficial for both teachers and future teachers to know about adaptive skills that they need to have to be ready in facing every learning situation. The result of the research is beneficial as a resource in the Teaching English Foreign Language course since it is related to innovative learning, the teaching strategy, and also assessing strategy.

2. This research can be treated as first-hand empirical evidence to support further research, related to the improvement of English teachers' professionalism.