

CHAPTER 1

INTRODUCTION

1.1. Background of the study

The Covid-19 pandemic has become one of the obstacles to several activities carried out by everyone, so the activities they do outside now they have to do at home. One of the obstacles to the Covid-19 pandemic is the education system in Indonesia. According to (Abidah et al., 2020) said that in this situation students cannot go to school as usual, which means students can carry out the learning process directly at school, but now they have to do learning at home and this also makes students unable to interact with teachers/students/community in the immediate school environment. This is also added by (Putra et al., 2020) delays in the learning process occur in various institutions such as elementary school, Junior high school, senior high school, and universities. From this, the Indonesian Ministry of Education and Culture issued an instruction that in the current situation education in Indonesia must apply remote teaching as an alternative way for the learning process to take place.

Remote Teaching is one of the right solutions during the Covid-19 pandemic. Remote teaching is one of the methods of learning that is carried out indirectly and this is also said by (Efriana, 2021) that Remote teaching is learning that is done online, where students and educators carry out distance learning using technology as a learning process. This statement is in line with (Li & Yu, 2022) that the application of remote learning must be carried out using several devices/media to support the learning process. So that this becomes one of the common challenges for teachers and students in the application of technology as learning support. First, the facilities owned by the teacher/student. For example (Macintyre & Macdonald, 2011) said that this obstacle is experienced by students or teachers who live in remote areas or rural areas which is a big challenge because of

the lack of facilities they have. Second, students and teachers cannot interact directly. According to (Yuzulia, n.d.) said that the implementation of remote learning made the interaction between teachers and students less, even students could not interact with other students, so the interaction they got during the Covid-19 pandemic was very limited. Third, the disruption of learning during the learning process takes place. As stated by (Nambiar, 2020) the challenge of the learning process experienced such as a lack of student motivation, which overall students receive learning from home makes students unusual in implementing this, thus making students less motivated to learn.

From some of the problems above, the teacher plays an important role in remote learning. According to (Rindu & Ariyanti, 2017) the role of the teacher is not only as a material provider, but the teacher must be able to provide facilities to students. This is in line with the theory of Harmer (2001) which says that teachers have an important role in education because teachers are a place for information and provide knowledge to students. This argument also in line with Abdulkareem and Eidan (2020) that teachers must be able to apply learning according to the current situation to achieve effective learning goals. According to Harmer (2001) said there are several roles that a teacher must have, namely: (1) Controller, (2) Organizer, (3) Assessor, (4) Motivator, (5) Participant, (6) Resource, (7) Tutor, and (8) Observe. Of the many roles that teachers have, teachers must be able to apply for these roles in the current situation. However, not a few teachers can implement their role as a teacher because many teachers do not understand the use of technology (Lawrence, 2008). This argument is in line with (Alhamuddin & Zebua, 2021) The use of technology for teachers makes it difficult for teachers even this can be a big problem that must be faced by teachers who do not understand the use of technology or platforms that can support the distance learning process. In addition, in the provision of material, misunderstandings often occur between teachers and students (Bahasoan et al., n.d.). This

misunderstanding often occurs in distance learning due to the lack of a teacher's role in the remote teaching process, which means that even though learning is done indirectly the teacher must continue to provide clear explanations, must continue to guide, and must continue to monitor students from the beginning of the learning process until the end.

In addition, academic language is one aspect that supports the teacher's role in remote teaching. According to (Ranney, 2012), Academic Language is the language used by teachers to students or by the academic or scientific community. And language is a symbol system of cultural values formulated based on social values associated with the language in question. And the function of academic language in remote teaching is the teacher's clarity in the use of language in the learning process. So it can be said that the function of academic language plays an important role for teachers in remote teaching.

Because the role of the teacher is very important during the Covid-19 Pandemic, so, many studies investigate the role of the teacher in remote teaching. The first is research by (Mayasari & Kemal, 2020)) which investigates the role of teachers in the implementation of remote teaching by using the teacher as the subject of research and using a qualitative descriptive research method. And the focus of this research is to describe the teacher's role in the implementation of remote teaching from planning, implementation, and evaluation. So that the purpose of this study is to determine the conditions of learning from planning, implementation, and evaluation. The second study was conducted by (Alhamuddin & Zebua, 2021)). This study used students throughout Indonesia who was actively learning during the Covid-19 period as the object of the research. This study uses qualitative methods in the form of surveys and this study aims to analyze students' perceptions of the role of teachers in online learning during the Covid-19 Pandemic. Further research from (Yao et al., 2020) This study uses a quantitative method by making students the

sample of this study, which is, this study aims to find out how teachers manage to learn in distance learning conditions to improve student performance.

many of the studies above that examine the role of the teacher in remote teaching, it is more focused on the class role of the teacher in the conventional classroom so it is rare for researchers to examine the role of the teacher in remote teaching in senior high school. In addition, the thing that distinguishes this study from other research is the methods and subjects used. This research was conducted in two Senior High Schools in Gianyar Regency, namely SMAN 1 Blahbatuh and SMAN 1 Gianyar. So this research needs to be held because there are not many studies that examine the role of teachers in teaching English in Senior High Schools in Gianyar Regency.

In this case, the authors chose SMAN 1 Blahbatuh and SMAN 1 Gianyar as the research locations because, this school is one of the schools that implements remote teaching using teaching media such as chat applications, video conferences, and LMS. In addition, before making this school a place of research, the authors made preliminary observations of several schools in Gianyar Regency, and the results of these preliminary observations, the authors finally found two schools that were included in the research criteria. That is, the criteria used by the author are schools that implement remote teaching by targeting teachers as the subject of research. The next criterion is that the targeted teachers are English teachers who use media/aids for distance teaching, such platforms as Chat applications (WhatsApp, Line, Telegram), Video conferences (Google Meet, Zoom), and LMS(Google Classroom, Edmodo). And the number of teachers used from each school is 1 English teacher at SMAN 1 Blahbatuh and 1 teacher at SMAN 1 Gianyar. The reason the researcher took 1 teacher in each school was that other English teachers at SMAN1 Blahbatuh and SMAN 1 Gianyar schools did not enter the criteria because these teachers lacked understanding and lacked knowledge of the system from using platforms such as chat applications,

video conferencing, and LMS. so the author only got 1 teacher from both schools. And after making initial observations, the author will make observations about the teaching carried out by teachers to students using a media platform in distance teaching to find out the role of English teachers in distance teaching. In addition, the author will also provide several questions regarding the challenges faced by English teachers in distance teaching and the academic language used in distance teaching at SMAN 1 Blahbatuh and SMAN 1 Gianyar in the Gianyar Regency.

1.2 Problem identification

There are several problems encountered when implementing remote teaching, one of which is the importance of the teacher's role in being able to create effective learning in remote teaching. The role of the teacher in remote teaching plays an important role in providing good facilities for students even though in the Covid-19 pandemic situation the teacher must be able to apply to learn and to be able to achieve the desired learning goals. However, not many teachers can provide facilities to students due to limitations in their knowledge of using technology. Which, in remote teaching, the teacher must be able/expert in the use of technology. So that many teachers cannot play a role properly due to various obstacles that are owned by the teacher himself. For example, teachers in Senior High Schools in Gianyar Regency are one teacher who cannot carry out their full role as a teacher. The problems faced during distance learning will hinder the teacher from carrying out his role as a teacher. Therefore, this research needs to be done further on the role of the teacher, especially in the context of a remote teaching in Senior High Schools in Gianyar Regency.

1.3 Research Questions

1. What teacher roles are played by an English teacher in remote teaching at SMAN 1 Blahbatuh and SMAN 1 Gianyar in Gianyar Regency?

2. What academic language function do English teachers use to support these roles at SMAN 1 Blahbatuh and SMAN 1 Gianyar in Gianyar Regency?
3. What are the challenges encountered by the teacher at SMAN 1 Blahbatuh and SMAN 1 Gianyar in Gianyar Regency in playing their roles?

1.4 Research Objectives

1. To analyze teachers in senio at SMAN 1 Blahbatuh and SMAN 1 Gianyar in Gianyar Regency roles in remote teaching.
2. To analyze the academic language function used by teachers at SMAN 1 Blahbatuh and SMAN 1 Gianyar in Gianyar Regency
3. To describe the challenges faced by teachers at SMAN 1 Blahbatuh and SMAN 1 Gianyar in Gianyar Regency in playing their roles

1.5 Significance of the Study

It is hoped that the results of this study can add theories regarding the role of teachers in remote teaching and the function of language as a conceptual resource, especially in the context of remote teaching. This study is expected to deliver information to the following readers, such as:

1. Participle Significance

a. Teacher

Teachers can learn from this research on the teacher's role in distance teaching to understand more clearly the teacher's role and be able to apply for the teacher's role well in distance teaching and be able to overcome these challenges in distance teaching.

b. Student

It is hoped that this research can provide empirical evidence regarding the role of teachers, the function of academic language in remote teaching, and other research. This research can also be useful for other researchers to seek information through the same.

c. Other Researchers

It is hoped that this research can provide empirical evidence regarding the role of teachers, the function of academic language in distance learning, and the benefits for other research to seek information on the same topic.

2. The Limitations of the Study

In conducting an in-depth study on this topic, there are limitations to the scope of this research. Things that limit this scope include available resources and limited time. So this study focuses more on teachers' roles in remote English teaching in Gianyar Regency to make the research that is explicit and clear. In addition, this study also explains the academic language that supports the role of the teacher in the remote teaching context, and last, this study also explains some of the challenges faced in remote teaching.

