

CHAPTER I

INTRODUCTION

This chapter discusses the study's (research's) history, problem, purpose, relevance, scope, limitations, the definition of important terminology, and research paper organization.

1.1 Research Background

The Covid-19 pandemic has had an impact on every aspect of life in Indonesia, including the education sector. The government of Indonesia has made efforts to curb the spread of Covid-19 and its impact on the education sector by implementing policies for all educational institutions. This policy were forcing all levels of education to close the school and put emergency remote teaching into the practice of online learning (Bozkurt & Sharma, Ramesh, 2020). However, the Covid-19 virus were decreased in 2022. It means that the transitional period of onsite learning returned to be used in Indonesia. Correspondingly, The Directorate General of Early Education (2021) also gave vaccine to all educators, students, and also employees in the school. Thus, the learning process has come back to the transition of onsite learning.

The onsite learning that occurred before the pandemic is at present considered as traditional face to face learning. This is because the use of onsite learning at present is very different from the online learning in the past in a way that the present classroom still applies the health protocol that affect how students learn and interact in the classroom. Similarly, the teachers also need to adapt their teaching strategies specially to maintain the quality of learning. As according to Gan (2020), that the use of onsite learning is more effective to engage the students learning process than the online learning. Therefore, the government of Indonesia has already announced the regulation to conduct the onsite learning. The use of onsite learning must follow several regulations regarding of health protocol

(Kemendikbud, Buku Saku Panduan Penyelenggaraan Pembelajaran di Masa Pandemi COVID-19). This led to limitations in onsite learning, with only 50% of students allowed in the classroom at a time and strict adherence to Covid-19 health protocols required

As online learning has been utilized in the education process for over two years, the technology employed in online learning can still be referenced in conducting current onsite learning. According to the Al-Marroof et al. (2021) the use of online platform provides a higher-level content which can maintain education quality during the face-to-face learning. Correspondingly, the 21st century learning also engage both teacher and student to utilize technology in the learning process (Gopo, 2022). It means that several technologies such as Zoom, Whatsapp group, Google Meet, Schoology, Quizzex, Google Classroom, etc can be very beneficial for the teacher in teaching and assessing process.

In addition, there are several benefits of using technologies platforms into the classroom. According to Budhavar (2017), there are 6 benefits of using technology in the teaching process including 1) Easily accessible material, 2) Continuous learning, 3) sharing knowledge, 4) learning aids, 5) online or distance learning, and 6) provide record keeping. Easily accessible material where there are some technologies such as E-books, google, etc that can help to find the material quickly. With the help of technology, the student can also keep on learning because it provided many information. Then, student can share their knowledge to their friend through several technologies such as Whatsapp group, google classroom, etc. More importantly, the technology provides a learning aid in which there are several platforms that provide audio and visual material. It is also provided a distance learning where student can learn in their home. Furthermore, the technology gives an opportunity of record keeping that can help teacher to record their teaching strategy or assessment. In line with this, there are also several studies conducted by the researcher about the benefit of using technology Radu et al. (2011); Padmanabhan (2020); Nishanthi (2018). Thus, fully onsite learning can

give a new challenge to the teacher to adapt their teaching and assessing strategies especially in utilize the technology.

Utilizing technology in students' learning process nowadays, teachers need to adjust their teaching strategies to conduct more effective learning activities for students. According to Bryan and Volchenkova (2016) Teaching strategies such as blended learning is an effective learning activity which combine the traditional education and educational technology. Moreover, the combination of technologies in the teaching process is an important aspect in the 21st education onsite transition period nowadays. Curriculum 2013 also has suggested to use information and communication technology in the teaching process (Anwas, 2014).

Since competency has been used as the indicator for students' learning success, assessment becomes centralized in students' learning process. It means that the strategy assessment adjustment is also needed to be considered especially in onsite learning. Assessment is important in the teaching process where the teacher can collect data about the students' learning outcomes such as students' knowledge, skills, etc. (Tosuncuoglu, 2018). Therefore, the appropriate strategy assessment must know by the teacher in conducting onsite learning activity. Moreover, there are many technology tools that can be used to conduction their onsite teaching process. According to Adelia et al. (2021) Google forms can be used as a technology-based system for the learning assessment. In addition, there are many features in google forms that can help to assessing students' knowledge, skills etc. Teachers can make a survey, quizzes, and also registration sheet in Google form in which it can help teacher to gather the competency data easier learning (Mulatsih, 2020).

Moreover, it cannot be avoided that challenges and also obstacles are also existed in the transition of onsite learning. According to Rajeev et al. (2021), there are several impacts of online learning as a new normal learning such as student' lack of confident, and interaction. As the relation with the transition of onsite learning, this problem may impact the teacher in teaching and assessing process

nowadays. In addition, the problem of student lack interaction, and confident may also occurred in the transition period of onsite learning. Therefore, this study also revealed the challenge may occurred during the transitional period.

Based on the preliminary research conducted by using an interview with a teacher from SMA Negeri 1 Tabanan. It was found that the teacher of SMA N 1 Tabanan has followed the face-to-face policy of the government. According to the teacher, the face-to-face learning was conducted on October 2022 in SMA N 1 Tabanan with fully offline learning but using the protocol of Covid-19. However, there are differences between a normally fully offline where in a fully offline pandemic situation makes students have to come to school using two sections. The students need to download an application called “Peduli Lindungi” to check if students are already vaccinated or not. Moreover, students must follow the rule of health protocol in SMA N 1 Tabanan such as, students must check their body temperature. using a mask, etc. based on the interview, SMA N 1 Tabanan has already meeting about the onsite regulation. In addition, the teacher was also revised their planning strategy to adapted with the current phenomena. The existence of new phenomena found in the learning process at SMA N 1 Tabanan such as the limitation of study time, and the use of online learning combination with offline learning, of course, it will force teachers to be able to make adjustments to assessment strategies that can be applied to the current transition period. Therefore, this research can be conducted in SMA N 1 Tabanan.

Based on the explanation, it is highly necessary to conduct a study that examines the strategies used by teachers in teaching and assessment. It is also important to discuss the obstacles encountered so that solutions can be found to further improve education. Explain where and how this study will be conducted.

1.2 Problem identification

There are several phenomena in facing Pandemic Covid-19 which affect the education of the English language in Indonesia including:

- a) the onsite or traditional face to face learning has been used to conduct the learning process. The use of onsite learning also very different with the online learning, especially to maintain the quality of learning. As online learning has been utilized in the education process for over two years, the technology employed in online learning can still be referenced in conducting current onsite learning. Utilizing technology in students' learning process nowadays, teachers need to adjust their teaching strategies to conduct more effective learning activities for students.
- b) Since competency has been used as the indicator for students' learning success, assessment becomes centralized in students' learning process. It means that the strategy assessment adjustment is also needed to be considered especially in onsite learning. Therefore, the appropriate strategy assessment must know by the teacher in conducting onsite learning activity.
- c) There are several impacts of online learning as a new normal learning such as student' lack of confident, and interaction. As the relation with the transition of onsite learning, this problem may impact the teacher in teaching and assessing process nowadays. In addition, the problem of student lack interaction, and confident may also occurred in the transition period of onsite learning. Therefore, this study also revealed the challenge may occurred during the transitional period.

1.3 Limitation of Problem

This research was limited in SMA N 1 Tabanan to collect the relevant data. The school was chosen randomly in this study. The object of this research

was the teacher of SMA N 1 Tabanan who taught the English language to 10, 11, and 12 grades students. In addition, there were four methods used including Interview, classroom observation, document analysis, and focus group discussion.

1.4 Research Question

The identification above showed that this study will discuss “the effort of English Teachers to conduct a learning process in the transition of onsite period”. Thus, the research questions can be concluding from down below:

1. What teaching strategies are used by the teacher in teaching English during the onsite transitional period?
2. What assessing strategies are used by the teacher in teaching English during the onsite transitional period?
3. What are the problems encountered by the English teacher in teaching and assessing students learning in SMA Negeri 1 Tabanan?

1.5 Research Objective

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

1. To describe the adaptive strategy used by the teacher in conducting English learning in the transition period of onsite learning in SMA N 1 Tabanan.
2. To describe the adaptive strategy used by the teacher in assessing English learning in the transition period of onsite learning in SMA N 1 Tabanan.
3. To describe the problems experienced by the teacher when assessing and teaching strategies to the students in the transition of onsite learning in SMA N 1 Tabanan.

1.6 Research Significance

1. For English Language Education (S1)

The result of the research will disseminate empirical evidence about how English teachers conduct their classes in the transitional period. This will

be 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.

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

