

CHAPTER I

INTRODUCTION

Chapter I outlines the research background, problem identifications, the scope of the study, research questions, research objectives, research significances.

1.1 Research Background

Corona Virus Disease (COVID-19) was declared as a pandemic by the World Health Organization on March 11th, 2020, spreading all over, including Indonesia (CSSE, Hopkins, 2020). This pandemic caused severe disruption in various areas such as socio-cultural sectors, economic sectors, including education sector. To anticipate the virus transmission, the government issued policies such as social distancing, physical distancing, and lockdown (Laoly, 2020). This condition made a significant change in the learning system in the schools from face-to-face learning (conventional learning) to online learning process. Many elements are not ready for the implementation of online learning, including teachers, students, or parents. (Mastuti et al. 2020)

According to *Permendikbud* No. 4 year 2020 (Makarim, 2020), the implementation of education policy in the period of emergency spread coronavirus disease (COVID-19) recommends to carry out the learning process from home or distance learning. In a pandemic situation, distance learning must be implemented because it can allow students to communicate and interact with teachers using various facilities such as the internet, handphone, webcams, and others (Rihani, 2020). This statement in line with (USDLA, 2020) the delivery of education to

students, who are not physically present, with the help of satellite, video, audio, graphic, computer and multimedia technologies is defined as distance learning. The teacher and the students started to come together on a platform called the learning management system (LMS) and continue their education activities with the mediation of internet technologies. LMS can be analyzed in two groups as those sold as commercial products and those distributed free of charge with an open-source code. Examples of commercial LMS products are Google Classroom, Moodle, Edmodo, Schoology (Arizona, 2020). Previous studies have suggested that online learning using LMS google classroom application is better than face-to-face learning (Radita, 2018); (Means et al., 2013).

In the implementation of online learning methods, according to Saefudin (2020). it is not easy to implement online learning in Indonesia. Some many limitations and problems occur in the field when teachers apply online learning. Based on the observation and reflection of authors from various sources, there are several obstacles to applying online learning in Indonesia. First, many teachers still flaw in innovative to designing and planning online learning, so many teachers are confused to carry out learning from conventional to online learning. Second, the significant change in the study process from face-to-face to online learning, it is the students have to study at home independently. It decreases the students' understanding of the learning materials that make them misunderstood from the teaching materials given. Third, The Internet network accesses in certain areas in Indonesia is still low it is far from being reliable. in the learning session, the teacher and students need more internet network access to maximally in the learning process, Forth, the students have low motivation, in this situation pandemic, many

students have low motivation because there are not maximally motivation and support from their parents. of the many problems that occur in the online learning process, it is necessary to improve the standards of the learning process from planning, implementing, and evaluating learning

According to *Permendikbud* No. 22 of 2016, (Baswedan, 2016), the standards process is the benchmark for the implementation of learning in an educational unit in achieving graduate competence standards. From the regulation, it is expected that every school makes learning planning, literacy of the learning process, and carry out assessments, both in the process and the results of learning to improve the efficiency and effectiveness of achieving the competency of graduates. In planning, learning devices need to be prepared, such as syllabus and lesson plan. In planning learning, teachers are required to be able to design effective online learning by utilizing the right online tools or media and according to the teaching materials (Utaminingsih & Juliana, 2018). In the implementation of online learning needs to be applied several things such as classroom management, time management, method selection, model, and appropriate media. Several learning models and methods have proven effective in implementing the curriculum of 2013 and can improve students learning outcomes (Masrokah, 2020). While in the evaluation of the learning process and assessment results, teachers need to prepare the right assessment instrument according to the purpose of learning. (Rusman et al., 2015)

The problems above occur in SMKN 2 Seririt. Based on preliminary observation and interviews with English teachers at SMKN 2 Seririt, they stated the English learning has fully used the online system using the asynchronous system and has done in use blended learning to improve the online learning process. But in

the Covid-19 pandemic teaching English process through online learning has not been utilized optimally. Problems occur in terms of planning, implementing and evaluating of the education system. In terms of planning, it is necessary to plan learning integrated with online learning, such as learning materials, main activities, determining evaluation and assessment. In terms of implementation, it is necessary to implement learning that has integrated with online learning, such as main activities, managing classes, uploading learning materials, and carrying out interactions in the learning platform. In term of evaluation, it is necessary to evaluate learning that has integrated with online learning, such as the effectiveness and efficiency of online learning, learning improvement and assessment,

Apart from planning, implementing, and evaluating must be ready, in the implementing learning is needed an approach to teaching and learning based on curriculum 2013. According to Zubaidah (2017), the skills that must be implemented in the curriculum 2013 in the 21st century are learning to know, learning to do, learning to be and learning to live together. These demands call for various breakthroughs in the development of conceptualization in learning, The implementation of the 2013 curriculum requires reliable human resources, skilled in academics, skilled in socializing with the available communication technology around it (Prasetyo, 2017). One of the main principles in implemented curriculum 2013 is should be Students-Centered Learning (SLC). SCL is a learning approach that places students as learning subjects and modern learning activities. Student-oriented learning approaches and management are determined by the students (Aipni, 2013).

Considering the characteristics of the implementation of online learning that is more directed at the development of skills and motivate the students to learn and complete the task is certainly not appropriate if the implementation of online learning is still using a more conventional strategy leads to teacher-centered. For this reason, an innovative learning approach is needed that can develop students' knowledge maximally through the SCL approach. To overcome this situation, The teachers have tried out an SCL implementation in English online learning, which is expected to optimize student knowledge and motivate students to be more active in learning.

Regarding this matter, this research is intended to explore the problems of English teachers in planning, implementing, and assessing, within the scope of the micro curriculum of English online learning at SMKN 2 Seririt. Then the results of this study can be useful information about the implementation of education during the Covid-19 pandemic and can be used as an evaluation of the implementation of education programs in schools during the covid-19 pandemic.

1.2 Problem Identification

Based on the research background above, the researcher found some facts in that term; it is made the researcher interested in this topic. First is the problem in planning, implementing, and assessing the teaching English process on the Covid-19 pandemic to support the education government regulation that each school uses online learning as a teaching model during periods of social distance to prevent transmission of Covid-19 pandemic. The second is to find out the teachers' strategy in solving the problem in planning, implementing, and assessing the teaching English process on Covid-19 pandemic.

1.3 Scope of the Research

The researcher limits the problems that are only related to how the teacher's in planning, implementing and do assessing of online English Instruction and strategy in solving the problems in planning, implementing and do assessing of online English Instruction on Covid-19 pandemic

1.4 Research Questions

Due to the research problems, the research questions were constructed to achieve the objectives of this research. The questions as follows:

1. What are the English teachers' problems in planning, implementing and evaluating of online English Instruction at SMKN 2 Seririt?
2. How do the English Teachers' solve the problems in planning, implementing and evaluating of online English Instruction at SMKN 2 Seririt?

1.5 Research Objectives

Related to the research problems, the aim of this research is drawn as follows:

1. To observe the English teachers' problems in planning, implementing and do assessing of online English Instruction on Covid-19 pandemic.
2. To describe how the English teachers' solve the problems in planning, implementing and do assessing of online English Instruction on Covid-19 pandemic.

1.6 Research Significances

The results of this research are expected to give a positive contribution in terms of theoretical and practical significance.

1.6.1 Theoretical Significances

This research is expected to give information about the teacher solving problem in planning, implementation, and assessment of the online English instruction on Covid-19 pandemic at SMK Negeri 2 Seririt.

1.6.2 Practical significance

a. Teacher

The result of this research is expected to enrich teachers' knowledge mainly about the implementation of how the teachers' in planning, implementing and assessing online English instruction and strategy in solving the problems in planning, implementing and assessing online English Instruction on Covid-19 pandemic.

b. Students

The result of this research is expected in implementing online learning.

c. Other Researchers

The results of this study can be used by other researchers as references when conducting a similar study in other places to make the results reliable