

CHAPTER I

INTRODUCTION

This chapter presents six sub-topics to be discussed, namely background of study, identification of the problem, problems of the study, objectives of the study, scope of the study, and significances of the study.

1.1 Background of Study

In the end of 2019 and beginning of 2020, the world experiences a huge change. The existence of the corona virus has greatly changed the face of life in the world. This virus affects many aspects of human life such as economics, social, and education. WHO has designated COVID-19 as a global pandemic (Yulia, 2020). The government of Indonesia has suggested that people should decrease face-to-face interaction and stay at home. This policy on responding COVID-19 certainly demands a great changed of teaching and learning process. The first step that should be done is to prepare the teachers and students to conduct learning instruction remotely (Flores & Swennen, 2020). Learning that is usually done at school, now turns into online-based learning for particular reasons (Altunay, 2019). In this case, teachers and students no longer come to school to do the learning process, but they can do it at home.

This learning model is widely known by remote teaching setting. Hodges, Moore, Lockee, Trust, and Bond (2020) call the term emergency remote teaching to adjust the appropriate terminology for this pandemic condition. According to Toquero (2020) emergency remote teaching (ERT) is a learning model which is

currently being implemented due to an urgent situation so that learning must be held online. It can be said that in emergency remote teaching, teachers and students conduct the teaching and learning instructions in different places in this situation, in their respective homes in conducting the teaching and the learning process.

In remote teaching context, the teaching and learning process occurs virtually. This learning is defined as learning carried out from a distance assisted by electronic devices, for instance tablets, smart phones, laptops, and computers which require internet connection (Atmojo & Nugroho, 2020). The teaching and learning material is delivered through various platforms such as web, WhatsApp, Zoom, Webinar, etc. Those platforms enable the sharing of various types of resources, such as documents, websites and audiovisual materials (Carolan & Kyppö, 2015). It also offers various interactive functions, such as chatting, a diary, a collaborative writing platform and commenting and feedback functions. Hence, the teaching and learning process in emergency remote teaching are helped by technological devices and software.

In the implementation of online-based remote teaching, many things need to be prepared and considered in order to support the learning process. Teachers must have knowledge and experience in conducting online learning processes so that they are able to help students achieve their learning goals (Hung, 2015). Internet availability is also an important factor in implementing the learning process (Martin et al., 2019). In addition, teachers must also know the readiness of students in the remote teaching process both in terms of mental and financial. Many studies show that online teaching and learning process is often constrained

by limited internet quota, slow internet speed, and limited student economics to own a gadget or laptop (Gillett-swan, 2017; Qureshi & Yasmin, 2012). Thus, in implementing online-based teaching and learning, the readiness of teachers and students is very important to support the success of the online teaching and learning process.

As mentioned before, teacher should be ready for the learning process for remote teaching. In this case, teaching strategy definitely becomes one of the most important things in the implementation of remote teaching. Whether it is for reading, listening, speaking, or even writing, teacher needs to use proper teaching strategy for the learning process. As one of the complex skills that must be mastered in English class, the approach to teaching writing skills in remote teaching situations is very different from face-to-face learning situations. The strategies used by the teacher must adjust to the current conditions. Usually teaching writing skills is done by mentorship strategy (Cheung, 2018). In this strategy, the teachers asked students to write something based on the teacher's direction and then the teachers will give input or scores directly. Indeed, this strategy cannot be applied in this remote teaching setting. Teaching writing in remote teaching setting should focus on helping the students to present and support arguments, acknowledge source of the ideas presented in the text, be able to shift from informal to formal language (Carolan & Kyppö, 2015). Besides that, they also mention that the process of teaching writing should incorporate three other highly important skills: responding (sharing), evaluating, and post-writing which comprise re-reading the text for the logical structures and cohesion, eliminating the redundant text and proofreading for spelling, grammar and

vocabulary. It can be said that teaching writing in classroom setting and online setting is very different since writing is one of the complex skills. Considering that writing is one of the complex skills that must be mastered in English class, the strategies to teaching writing skills in remote teaching situations is obviously more complicated than in face-to-face learning situations. Thus, the teachers are required to make adjustment to the current situation. Based on this fact, researcher was interested in analyzing the strategies of teaching writing in English class rather than other skills.

Moreover, based on initial interview with English teachers at SMK N 3 Singaraja, it was found that the existence of writing skill is very important. According to them, writing becomes important since it is not about how to produce something. It also requires students to express their idea or opinion, comprehend all aspects of writing (e.g. vocabulary, spelling, etc.), and the generic structure of a text. Initial observations were also conducted at SMK N 3 Singaraja to find out the conditions of English teaching and learning especially in writing. The curriculum used at SMK 3 Singaraja is the 2013 curriculum. Based on the syllabus used at SMK N 3 Singaraja, English is taught in general at every grade level. It means there is only syllabus for compulsory English; there is not syllabus for supplementary English. SMKN 3 Singaraja has implemented remote teaching since the government issued a policy on learning from home. According to the English teachers, the learning interactions use the WhatsApp application. The process of learning writing is currently done by giving assignments to students to record the activities they do during the pandemic condition. The teacher also said that students could consult about their work with both friends and teachers. In addition, the teacher also

realizes that the writing learning process has not been maximized because of very different learning situations.

Looking at the current learning situation, it is very interesting to see how the teacher conducts the teaching and learning process of English especially in writing. Therefore, the current strategy is intended to explore the teaching writing strategy used by English teacher in SMKN 3 Singaraja in remote teaching setting.

1.2 Problem Identification

The process of teaching and learning that are usually done in the classroom, currently experiencing a significant change. The occurrence of the Covid-19 pandemic made the teaching and learning process must be remotely carried out. The learning process is assisted with WhatsApp, ZOOM, Schoology and other platforms. The approach to learning English especially in writing skills in virtual classrooms is certainly very different from face to face. The English teacher must adjust the learning strategy to the current situation. This study aims to identify writing teaching strategies used by teachers in remote teaching.

1.3 Research Questions

Two problems studied in the present study were:

1. What are the strategies in teaching writing used by English teachers at SMK N 3 Singaraja during remote teaching setting?
2. How do the English teachers implement the strategy of teaching writing in remote teaching setting?

1.4 Research Objectives

Regarding to the problem identification, two objectives of study can be found in this present study as the following:

1. To identify the strategies in teaching writing used by English Teacher at SMK N 3 Singaraja during remote teaching setting.
2. To describe the implementation of strategy of teaching writing in remote teaching setting used by English teachers at SMK N 3 Singaraja.

1.5 Scope of Study

Seeing the limited time and costs in conducting research, this study was limited to the scope of strategy analysis and implementation of writing teaching strategies carried out by English teachers.

1.6 Research Significance

1.6.1. Theoretical Significance

The results of this study are expected to add a reference about writing teaching strategies in remote teaching. In addition, the results of this study are expected to contribute to increase knowledge about how to implement teaching writing strategies in remote teaching.

1.6.2. Practical Significance

a. For English Teacher

The results of this study are expected to be able to provide guidance to teachers in teaching writing in the context of remote teaching. In addition, the results of the study are expected to increase

teacher knowledge about strategies that can be used in teaching writing and its implementation in remote teaching.

b. For Researcher

The results of the current study are expected to present knowledge and information towards implementing strategies of teaching writing especially in remote teaching setting.

c. For Further Study

The result of this study is expected to be able to give more references or information about strategies of teaching writing in remote teaching setting.

d. For Other Researchers

The result of this study is expected to be able to give more references or information about strategies of teaching writing in vocational schools.

1.7 Definition of Key Terms

1.7.1 Theoretical Definition

There are three key terms in this study namely writing, teaching strategies, and remote teaching.

1) Writing

Writing is a process of utilizing symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Writing is also considered as a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing

arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art.

2) Teaching Strategies

Teaching strategies, also known as instructional strategies, are methods that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets

3) Remote Teaching

Remote teaching is a teaching situation where the teacher and students are not at the same place. The teachers carry out teaching activities through a network.

1.7.2 Operational Definition

1) Writing

Writing is the ability of a person to formulate message through written form. Writing can be an expression of feeling, thought, or ideas someone.

2) Teaching Strategies

Teaching strategies is the way teacher carry out the instruction in classroom. It includes planning, implementation and assessment.

3) Remote Teaching

Teachers use network or internet in conducting teaching. Teachers can use WhatsApp, Zoom, or Google Classroom in delivering instruction.

