

CHAPTER I

INTRODUCTION

This chapter deals with the research background, identification of the problem, research limitation, research questions, research objectives and research significances.

1.1 Research Background

Nowadays, technology is a tool that has been developed and becomes very common in the world. The development of technology in this era is growing rapidly. Everything in the world has become easy because of technology. Moreover, educational institutions in Indonesia started to apply technology in their teaching and learning system. According to Yang & Arjomand as cited in Author (2014) technology already takes part in today's education. The globalization has changed the conventional learning into the more progressive one. It can be seen from the easier ways we have to find learning sources. There are some learning applications as well in online and offline mode. Also, the use of learning media electronically becomes the style. Three things will happen to education of Indonesia, such as a) the application of distance learning will be more increased, b) sharing recourse as a place for getting information instead of the book, the use of technology will replace another electronic tool (B. Uno in Budiman, 2017). The use of technology has an advantage for teachers and students. The teacher can search for additional information about the material on the internet. Meanwhile, the student can also search for pieces of information about everything related to the material. Internet is also argued as a resource for teachers and students (Richard & Haya in Author, 2014). The material given by the teacher will be considerable. This is because the teacher does not only search the material from the book. It can be concluded that technology has contributed to education in Indonesia.

E-learning is a system where the students and the teachers are using electronic technology as a tool to conduct teaching and learning process in the classroom. E-learning is the use of technology and the internet as a distance learning facilities (Alonso et al as cited in Albert Sangra et al., (2012). E-learning has a role as a facility that can help students to improve their learning outcomes (Ellis et al., 2009).

There are two types of E-learning; they are computer-based and internet-based E-learning. Computer-based E-learning can be described as the use of hardware to facilitate learning (Algahtani, 2011). Meanwhile, Internet-based E-learning is a place or service that provides material resources for the teacher and student. By using E-learning students can take part in the lesson from their places (Hemsley as cited in Author, 2014).

The application of E-learning in school has spread well. The student and teacher are asked to utilize E-learning in the school. This era, E-learning is not only used by higher education. E-learning has been applied from primary to senior high school. It is considered as the more flexible system for teachers and students. The student can get motivated which will encourage them in the class. E-learning has a significant effect on student's motivation compare with conventional learning (Ibrahim & Suardiman, 2014). The transformation from conventional learning to E-learning can change the classroom's situation. In this case, there will be some students who easy to get bored. Through E-learning, the students will get new experience and make them excited to studying. This also supported by Harandi (2015) that the use of E-learning can improve student's motivation.

Online learning is a part of E-learning where the student requests for flexible learning model (Kaya as cited in Platt & Yu, 2014). Through an online learning, the teacher and student can have a meeting even they are in different places. Although the teaching and learning process is conducted through online, the student progress is keep growing. It is also supported by Navarro & Shoemaker in Nguyen (2015) that student who study through online system have better learning outcomes than students who study traditionally. There are three functions of online learning, such as a) online learning as an additional, it means that the students can freely choose whether they will use online learning or conventional learning, b) online learning as a complement, it means that online learning is used to provide additional material, c) online learning as an alternative way. Moreover, online learning has three characteristics (Soekartawi in Waryanto (2006). They are, a) it uses electronic service where the teachers and students are connected, b) it uses digital media and computer networks, c) it uses self learning material, d) the student progress will be monitored by teacher. Online learning has advantage and disadvantage. The

advantage of online learning are, a) the students are able to find the material from the internet, b) flexible, c) the materials can be accessed instantly, d) the teachers and students are able to conduct the learning from different places. However, online learning also has disadvantage. The disadvantage of online learning are, a) there will be some lessons which could not be done by online learning, b) online learning is using good network, c) the student have to on time, d) lack of interaction in social life.

Moreover, teacher is one of main components in learning process. Teacher is seen as a role model for student. Role is defined a function to carrying out the learning process (Richards & Rodgers in Rindu 2017). Teacher should have a capacity to do their role in classroom effectively (Rindu, 2017). Teacher has six parts to manage the class: they are the controller, the assessor, the organizer, the prompter, the participant, and the resource (Harmer in Rindu, 2017). It can be concluded that, teacher as a main role to fulfill student's need. Being a teacher is not as easy as people assume. Teacher should have social skills to build quality relationship between student and teacher. A good teacher is one who is easily approachable to their student. Besides, teacher must be manages the classroom well. It is because environment in the class can influence student achievement in academic and nonacademic fields. The teacher has to directing their students in the classroom. It can be said that if the classroom is under control, the teacher will be able to teach the students in accordance with their plans.

Teacher has different strategy in the classroom. Because strategy will affects to environment in the class. A strategy is a key to control the students in the classroom. Why is strategy very important in the learning? This is because strategy can make the learning process will be effective and efficient. Teaching and learning process could not be done well without a strategy. It was also supported by Daule (2014) the success of achieving learning objectives is determined by the strategy used. It can be said that strategy must be planned well.

Besides, to make a good strategy must be depends on the material. The example is teacher's strategy for narrative text will be different from procedure text. It can be said that not all the strategies are suit all materials. Moreover, teacher has to see student's condition. In a class, student has different characters. By doing

observation before teaching will help teacher to prepare a strategy. Strategy must be goes well with the student characters. It is used to controls and manages student in the classroom. To make teaching and learning process goes effectively, teacher has to notice the time. It is important because teaching and learning process must be on time. Teacher has to estimate how long for completing one subject. Regardless of all factors, teacher's creativity is very important. A good strategy depends on how the teacher put their creativity inside it.

From the result of preliminary observation it showed that some teachers in Buleleng did not know how to teach their students through online system. It was because of the limited knowledge including the strategy of how to conduct the learning. The factor was from lack of training. The teachers were not given a training to teach students online. A teacher needs training continuously (Asf in Dasar, 2017). It can be said that the teachers require training to optimizing learning. Because the lack of training, the teachers have struggle to conduct the learning through online system. A strategy in online learning will guide the teachers for completing the learning and teaching process. Besides, the importance of strategy in online learning will assist teacher and student to reach the learning goal. It is supported by Daulae (2014) that strategy is one of important components to reach learning goal.

SMP Negeri 6 Singaraja is one of schools that implementing online learning. SMP Negeri 6 Singaraja rewarded as one of favorite schools in Buleleng and they got an A for accreditation. From the initial interview with the head master of SMP Negeri 6 Singaraja, it showed that online learning is new experience for teachers and students at SMP Negeri 6 Singaraja. He also said that the implementation of online learning at SMP Negeri 6 Singaraja was very great. Because of that, this study wants to know the teaching strategies used by English teachers in online learning at SMP Negeri 6 Singaraja. This study is very important because the result will show how the English teachers at SMP Negeri 6 Singaraja teach their students in online learning. Therefore the result of this study hopefully can help other teachers to know kind of teaching strategies that can be used for online learning. Moreover, in the implementation of online learning at SMP Negeri 6 Singaraja, the English teachers used WhatsApp and Google Classroom as the platform for online

learning. WhatsApp can be used as a media for online learning (Sahidillah & Miftahurrisqi, 2019). WhatsApp used as a place for communication between teacher and student meanwhile Google Classroom used as a place for absent and send tasks. Features of WhatsApp used to support the implementation of online learning. Besides that, Google Classroom is second platform which is important because the features of Google Classroom can facilitate the online learning. Thus, this study will research the data about teaching strategies used by English teachers in online learning at SMP Negeri 6 Singaraja.

1.2 Identification of the Problem

The role of technology in education has highly thrived. Technology has improved as well as its manufactures, and those are used in teaching and learning. It can be seen in the school that already applied E-learning. It is a technology where teachers and students are connected online to overcome the limitations of time, condition, and place (Popovici & Mironov, 2015). If the student has a high motivation, it will influence the student's outcome. Online learning as a part of E-learning has contributed to teacher and students. They can access the lesson without worrying about limited time in the class. In the learning process, the teacher is the main role to manage students in the classroom. The teacher is seen as a creator by students in class because the teacher can build a comfortable situation in the class. A good classroom where it looks interesting and fun will support students to be concentrated during the learning. Moreover, the teacher needs a strategy to control their students in the class. A strategy is not only applied when face to face but also in an online learning. The strategy is created to help teachers in some ways, such as a) to control the classroom's situation, b) to help the teacher convey the material c) as a way to make students enjoy studying in the class. An online learning needs an effective strategy to create a good experience for the students (Chen in Chakraborty & Muya Nafukho, 2014).

In conclusion, the use of strategy for an online learning is very important. Unfortunately, several teachers do not know how to teach their students online. It was because of the limited knowledge from teachers to teaching online. This seems very hard because the teacher may not see the situation in the classroom directly. Therefore, SMP Negeri 6 Singaraja has been chosen as the setting of this study. It

was because the implementation of online learning at SMP Negeri 6 Singaraja was very great. Thus, this study is conducted with high motivation to know kind of teaching strategies used by English teachers at SMP Negeri 6 Singaraja in the online learning.

1.3 Research Limitation

As could be seen from the identification of the problem, this study will focus on the teaching strategies used by English teachers at SMP Negeri 6 Singaraja in online learning.

1.4 Research Questions

Based on the phenomenon, it can be concluded that there are three research questions below.

1. What kind of teaching strategies are used by English teachers in online learning?
2. What are the obstacles in the implementation of the teaching strategies used by English teachers in online learning?
3. What are the solutions offered by the English teachers for the obstacles in the implementation of teaching strategies?

1.5 Research Objectives

1. To analyze kind of teaching strategies used by English teachers for online learning.
2. To describe the obstacles in the implementation of teaching strategies used by the English teachers.
3. To find out the solutions offered by English teachers for the obstacles.

1.6 Research Significances

This study is hopefully will give benefits theoretically and practically. The explanation can be described as follows:

1) Theoretical Significance

The result of this study hopefully can participate to development of knowledge in education about the teaching strategies used by English teachers in online learning. Moreover, this study will give deeper understanding about teaching strategies used by English teachers in online learning.

2) Practical Significance

This study hopefully may give information about teaching strategies used by the English teachers in the online learning. This study also gives the obstacles in the online learning as well as the solutions. The result of this study hopefully can be applied for the teachers who conduct an online learning in their schools, other researcher who conduct the same topic, and also the government of education.



