

CHAPTER I

INTRODUCTION

Chapter I presents the background of the study, problem of the study, purpose of the study significance of the study and scope of the study.

1.1 Background of the study

Promoting learning in 21st century demands of the use of information communication and technology. This consideration is in accordance with the framework of 21st century education which focuses on certain core competencies, including collaboration, critical thinking, technology and digital literacy, and problem solving (Cakrawati, 2017). Fisher (2009) states that the students can learn everywhere not only in the class but also outside the class through distance learning by using technology (i.e. internet). According to Holmes & Gardner (2006) internet provides the opportunity to access intercultural and personalized knowledge for learning, to acquire theoretic knowledge and to explore and apply knowledge. Internet can offer worldwide accessible knowledge and learning applications in anytime and place (Fund, 2011; Aggarwal, 2011). Therefore, teachers as a part of educational support system should be able to focus on emphasizing deep understanding and engage students with real world data and tool. The teachers should create classroom atmosphere that will support teaching and learning process in 21st century by the support of technology. (Cakrawati, 2017).

Technology is also a key component of education in the 21st century (Onyema, Obafemi and Sen et al., 2020). They also add that the use of technology

in education improve teachers' methods from the traditional approach to be more flexible approach where they act more as facilitators, mentors and motivators to inspire students to participate and learn. Kameha (2018) adds that teachers can fulfill children's digital skills through digital intelligence to get success in the future.

Morrison (2013) explains that online learning as gaining knowledge and skills through synchronous and asynchronous learning applications which are written, communicated, active, supported and manages with the use of internet technology. Online learning has become a large part of higher education (Anderson, 2013; Salehi, Lari & Rezanejad 2014). According to the U.S. Department of Education's Distance Learning Report (Bakia et al., 2012) the advantages of online learning are to expand educational resources, to personalize learning, to provide flexibility of time and location for students, and to reduce school-based facilities' costs. Kearsley (1995) defines online learning becomes a common component of higher education. It provides flexibility that adult students will enjoy with its flexibility when they have to balance between work, study and family responsibilities (Sun & Chen, 2016). By the upgraded of technology and software allow instructors, students, and university administrators to collect data, feedback, and evaluation regarding their online experiences. Online education is an alternative for students' learning that intended to focus on critical thinking and creation (Wang , 2014).

Onyema et al., (2020) mention some technology tools or platforms of online learning namely GoToMeeting.com, Skype.com, Google Classroom/Open Online Education, YouTube, Blackboard.com, Udemy.com, Coursera, Memory.com,

Alison.com, Edx.com, Easyclass.com, vedamo.com, Khanacademy.org, TED-Ed, Codeacademy.com, Stanford Online, Futurelearn.com, Reampus.com, learnopia.com, Peer 2 Peer University, Teachers pay Teachers, Thinkific, Mooc.org, academicearth.com, I-tunes U Free Courses, Lessonpaths, Memrise, Funbrain.com, whyville.net, Edmodo, Schoology, Classdojo, google hangouts, zoom, and WhatsApp. The use of educational technologies platforms can facilitate online learning, student-teacher interactions, connections and also relationship. Moreover, the teachers also can be interconnected with the students in different places and lectures can be more flexible to be fixed at any time of convenience. The teachers and students also can optimize the use of this technologies platforms to support classroom teachings and improve their digital skills as the trends in education.

In order to get success of its use, it is vitally important to have high-quality of online learning structure. Gottlieb et al., (2016) states that well-designed online learning made learners cognitively and emotionally involve actively in learning and increase satisfaction as well teachers' priority play important rule to its success. Teacher is key element in the effective teaching and learning process and students' improvement. They need to focus on goal of learning and classroom process that promote better students outcomes. Teachers' priority plays vital role to lead better students' achievement. Sammons (2016) states effective teacher is when he or she can priorities their teaching process to accomplish the planned goal which is students' outcomes. It means effective teaching process could be done successfully through teachers' priorities to achieve the goal of learning process. The focus of teachers' priorities influence students' outcomes. (Sammons, 2016). According to

him there are three of teachers' priorities to promote better quality to achieve students' learning outcomes namely teaching organization, teaching process, and feedback and follow up. Teaching organization means the way teacher design their teaching content and adopt teaching strategies according to their teaching objectives. Teaching process means effective teachers' communication skills to promote student learning. Feedback and follow-up means the way teacher provide appropriate feedback to help the students' improvement. He also highlights to make effective teaching process, teacher is responsible for ordering activities during the day. It emphasizes on teachers' design and sequences the curriculum to be able to master by the students. The importance of ensuring teachers' priorities impact on students' outcomes had been investigated by (Sammons, 2016). The result showed teachers' quality in teaching was greater effect of students' outcomes as well as curriculum and assessment strategies.

Habib (2017) states teacher priorities plays important role in teaching and learning process. Teachers' priorities are the way of effective teaching to achieve their goals of students learning and the strategies adopted to acquire students' need. It is the most contributing factor of students achievement includes instructional planning, allocating time for academics, keeping students engaged, using appropriate instructional strategies, monitoring learning and differentiating learning. Teacher need to use their knowledge to determine which priority of the teaching will be the most effective to help students learn successfully and achieve the goal of learning (Habib, 2017).

Paolini (2015) also points out teachers' priority can enhance teaching effectiveness and students' learning outcomes. Teachers need to prioritize their

teaching structure to ensure it help to achieve the course's learning objectives. He explains six priorities of the success of teaching-learning process. The first priority is course organization and planning. Bain (2004) reports there are several key factors of organization and planning access namely an instructors' ability to clearly communicate course expectations, create course assignments that aid student learning, prepare lessons that demonstrate knowledge of course content, and emphasize relevant course concepts. Benton et al., (2013) found students perceived the material and performed better on exams and coursework on the organized course. Koehler and Mishra (2006) in their research also found that students excel when they feel the instructors is well-prepared, knowledgeable, and organized. The second priority is communication. Effective communication is an essential component of good teaching. Instructors' communication skills to deliver the material during the lesson affect students' learning outcomes. Effective communication being used by instructors also increases students' enthusiasm, classroom environments level of stimulation and promote critical thinking by the use of challenging questions (Koehler & Mishra, 2006). The third priority is stimulating class environment. By creating and stimulating classroom environment influence students' success. The result of Williams et al., (2013) found experiencing positive environment can foster well-being and improved students' outcomes. The fourth is instructional strategies. Instructors can use variety of strategies such as cooperative learning that give students opportunities to collaborate on brainstorming ideas and completing assignments. It allow students to think critically and use problem solving skill. Experimental learning allows students to apply knowledge, encourage collaborative participation and engagement, and boost

students' communication, social and problem solving skills (NCCIC, 2009). The fifth priority is supplementary instructional materials. The support of technology into classroom is the key. Technology enables students to access course information and submit assignments, instantaneously discuss opinion with peers, and review presentation for supplementary information for deepen learning. The sixth priority is assessment. Teachers have to prioritize the material to ensure it meet with the course's learning objectives.

Macsuga et al., (2012) adds the most important of aspects of teacher priorities to acquire students' learning outcomes come from the way teacher use and deliver clear instructions, implement classroom management and appropriate teaching strategies, and build strong relationship with their students. Keengwe and Kidd (2010) advice in order to enhance the quality of online teaching and learning, instructors need to have clear and structured strategies for setting their class, obtaining and utilizing required resources, conduct sequence activities, allocation of time etc. They categorize direct instruction and faculty role as a top priority. Other top priorities included (1) curriculum setting up and development; (2) course design that utilizes content such as PowerPoint lecture notes, reflective personal insights, mini lectures, etc. (3) design and facilitation of meaningful group and class activities; (4) establishment of schedules and timelines for required assignments; (5) providing guidelines and strategies enabling students to properly use the technologies related to online learning. Thomson (2010) also reports courses should be well- organized from the basic by providing the students with detailed instructions and expectations to anticipate misconception. It can be avoided by

having very detailed syllabus, course calendar, useful links, and course information that is chunked into digestible pieces.

With regards to this concern, Indonesia has exerted the effort to improve the quality of its education and their graduates that have competencies in order to meet the need of the professional sectors and labor market. The government had made rule about National Qualification Framework (KKNI) as an instrument for the development and classification of qualification according to a set of criteria to achieved learning outcomes (Maslahah, 2018). Instructors in Indonesia need to prioritize their teaching and learning process in order to improve the quality of the education as well as the human resources in order to produce competence graduated that is well-prepared in the global sector. Therefore, in this research, the researcher is motivated to investigate EFL instructors' priority of online teaching and the implementation of their online teaching structure because it is important to make active and effective learning process as well as achieve the goal of learning. This research also motivated to investigate supported and hindering factors that are faced by the teachers.

1.2 Research Questions

Based on the background of the study above, the research questions of this research can be formulated as follows.

1. What are EFL instructors' priorities in conducting online teaching and learning in Mahasaraswati University, Bali?
2. How do EFL instructors in Mahasaraswati University, Bali structure their online teaching?

3. What are the supporting and hindering factors in implementing the online teaching in Mah Saraswati University, Bali?

1.3 Research Objectives

Based on the research questions above, this research is aimed at accomplishing some purposes as follows.

1. To analyze EFL instructors' priorities in conducting online teaching and learning in Mah Saraswati University, Bali?
2. To analyze EFL instructors' structure of their online teaching in Mah Saraswati University, Bali.
3. To describe the supporting and hindering factors in implementing the online teaching in Mah Saraswati University, Bali.

1.4 Research Significances

The results of this study are expected to give positive contribution to the theoretical and practical significance of the development of online learning structure and its implementation in EFL Higher Education Context.

1.4.1 Theoretical Significance

The result of this study provided insights regarding EFL teacher's online priority and structure as well as their implementation. Moreover, the study also provided information of supporting and hindering factors towards the online learning structure implementation. These insights are beneficial to contribute the development of online learning structure and its implementation.

1.4.2 Practical Significance

1. For Teacher

The results of the study are expected to be beneficial as a consideration for teachers to formulate well-structure online learning to be implemented in the EFL Higher Education context.

2. For Further Researchers

The results of this study are expected to provide essential inputs in term of instructors' priority of online teaching and the implementation of well-structured online teaching as well as the supporting and hindering factors towards it in EFL Higher Education context which can be used as a reference for further researchers who interested in conducted similar studies.

