

CHAPTER 1

INTRODUCTION

1.1 Background of Study

The development of technology has a significant impact in every strategic field, such as governmental, economic, political, and educational. The educational area becomes the most potential field worldwide, and it makes experts and researchers find the best way to implement technology into the educational field. Human resources and technology development help to improve education to the next level (Buselic, 2012). Earlier, education can be held face-to-face like conventional or online with the help of technologies (Ekmekçi, 2015). Online learning, similar to remote instruction, is learning held online in a specific application or web-based. Online learning is flexible learning because it can happen everywhere at any time with some consideration (Ekmekçi, 2015). The development of technology in the educational field helps teachers and students improve their teaching and learning process.

Technology helps both teachers and students in the teaching and learning process. A few years later, in Indonesia, teachers started to apply technology-based education Hermawan et al. (2018). The application of technology-based education in Indonesia begins using technology as learning media such as explanation videos, slides, computer-based tests, etc. The application of technology raised opinions either from students and teachers. From the students' perspective, this helps them to understand the materials easier. From the teacher's perspective, the use of technology in learning material gives an advantage to the

teacher because the teacher can explain the material which is hard to imagine by the students, such as chemical molecule and organs. Furthermore, technology provides convenience both for the teachers and students because with the help of technology, the learning process much easier to be held.

With the help of technology, the learning process happens at any place and at any time (Ekmekçi, 2015). To hold the learning process outside the classroom required a Learning Management System (LMS). Moodle is one of the most famous LMS used in Indonesian education (Jati, 2013). According to Costa et al. (2012), Moodle can help the learning process with an integrated learning system, and it serves some features such as assignments, forums, lessons, quizzes, etc. Both the teachers and the students can teach or learn from any place and any time agreed. Technology can help the teaching and learning process happens flexibly with LMS

LMS helps the success of remote learning in a specific condition (Baccalaureate, 2020). For several months earlier and still going on, Indonesia and countries all over the world are affected by the corona virus 2019 outbreak (COVID-19), this also impacts the continuity of the educational system, especially in Indonesia. To overcome this situation, the Indonesian minister and the Indonesian government had decided on several protocols to keep the continuity of the educational process. One of them is a study from home, and it requires some aspects such as LMS. Moodle, Google Classroom is integrated with LMS; this could help the success of learning continuity in several countries, including Indonesia (Baccalaureate, 2020). Al-busaidi and Alshihi (2010), in their study, states that LMS such as Moodle and Blackboard could give teachers or instructors

some features such as providing online assignments, materials, quizzes, and surveys. While implementing LMS, the teacher should keep their chemistry with their students, it requires specific tools or applications. There are many tools used in this situation, and it is not integrated with LMS, such as Zoom, Google Meet, Webex, and many more. Those tools are used to keep the relationship between teachers and students because they can see each other. In an unpredictable situation such as Covid-19 outbreak the learning process must keep going, and it requires tools which can be used for learning such as Google Classroom, Zoom, Moodle, etc.

The researcher intends to conduct research about the English teachers' and students' acceptance of technology in remote English instruction at SMAN 4 Singaraja. It was chosen because SMA Negeri 4 Singaraja had ever used remote instruction platform Schoology as an addition, and lately SMA Negeri 4 Singaraja had implement remote instruction fully because the covid-19 outbreak. The sudden implementation of remote instruction leads the researcher to find out the acceptance of technology of English teachers, and students in remote English instruction and to find out its challenges. Based on preliminary research with English teachers and students at SMAN 4 Singaraja by interview. It was found that the implementation of remote English instruction seems unusual because they were used to teach and learn in offline class. Then in the sudden implementation of remote English instruction, some seem astonished with the system and the learning method. The previous habit of teaching and learning were changed into teaching and learning remotely via gadget with LMS as a media. For some of the English teachers and students, this is quite ambiguous. This issue leads the

researcher to conduct the study to find out their acceptance of technology level in remote English instruction and its challenges. The purpose of finding out the acceptance of technology level of English teachers was to describe whether remote English instruction is effective.

1.2 Problems Identification

The background of this study reveals several problems, which are explained in the form of a short explanation. Lately, all over the world are impacted by a corona virus-19 outbreak, including Indonesia. The outbreak causes serious problems in many fields, especially in the educational field, the students are not allowed to go to school. It raises urgent alternatives to keep the learning process in the schedule in which learning from home. Learning from home or remote instruction requires many aspects such as a learning management system, facilities, experiences. The implementation of remote instruction in Indonesia is entirely incidental. In the preliminary research, the researcher found several challenges among teachers and students such as they have lack experience of using technology, not accustomed to using learning management system (LMS), gadget and internet students', and the learning process is sometimes less effective. English teachers and students also stated their opinion about remote instruction, namely the implementation of remote instruction is quite of a sudden. However, for some students and teachers, remote instruction is quite flexible and exciting because it is a new learning experience. Thus, the researcher intends to find out the technology acceptance of English teachers and students towards remote instruction and its challenges because there are only a few studies regarding to this topic, especially in Indonesia. This study also can be beneficial for the

government in evaluating the ongoing remote English instruction. It has been translated into several research questions.

1.3 Research Questions

This research will answer some questions as follows

1. What is the English teachers' acceptance of technology in remote English instruction context at SMA Negeri 4 Singaraja?
2. What is the students' acceptance of technology in remote English instruction context at SMA Negeri 4 Singaraja?
3. What are the challenges of remote English instruction from the perspective of English teachers in SMA Negeri 4 Singaraja?
4. What are the challenges of remote English instruction from the perspective of students in SMA Negeri 4 Singaraja?

1.4 Research Objectives

The objectives of this research are

1. To describe the English teachers' acceptance of technology in remote English instruction at SMA Negeri 4 Singaraja
2. To describe the student's acceptance of technology in remote English instruction context at SMA Negeri 4 Singaraja
3. To describe the challenges of remote English instruction from the perspective of English teachers SMA Negeri 4 Singaraja
4. To describe the challenges of remote English instruction from the perspective of students SMA Negeri 4 Singaraja

1.5 Research Significance

1. Theoretical Significance

In theory, the research is expected to give data about the teachers' and students' acceptance of technology in remote English instruction and the challenge of remote English instruction from the perspective of teachers and students.

2. Practical Significance

a. For the teachers

This study is expected to help the teacher find out the solution to the remote English instruction problem.

b. For the students

This study is expected to help the students to find the solution for learning effectively in remote English instruction.

c. For future researchers

This study is expected to reference future related research to this study about remote English instruction for other researchers.

1.6 Research Scope

The scope of this study is limited to the English teachers' and students' acceptance of technology in remote English instruction. This study is focused on English teachers' and students' acceptance of technology in remote English instruction and its challenges.