CHAPTER 1
INTRODUCTION

1.1 Research Background

Over the past several decades, technology has developed and become a need for people in many aspects such as communication, industry, and education. According to Ahmad (2012), technology makes a revolution in the teaching and learning process since it could provide opportunities for the learners to converse with the local community and the global community. Technology such as video, pictures, animations, and many apps for learning has been very common in the educational aspect to facilitate the teaching and learning process. Many things can be done in teaching using technology through apps, platforms, websites, and even remote teaching in a specific condition. During the pandemic that happened in 2020, remote teaching became a trend in the educational aspect. Due to social distancing programs, face-to-face meetings in the classroom are changed into online classes through a learning management system. However, the effectiveness osf remote teaching through a platform or learning management system depends on factors such as teacher and students' readiness, acceptance, perception, and so forth.

There are many kinds of research about remote teaching are conducted. The highlight of those researches was generally about the students' perception toward remote teaching. Some studies about teacher readiness have been conducted in many places. For example, Widyanti and Park (2020) conducted a study on some universities in developing countries. The result shows that

teacher readiness in online teaching should be improved to make the material acceptable for learners. Another study conducted by Fauzi et al. (2020) at Banten and West Java region shows that online learning is not running as well as expected due to the readiness of the teacher and students. However, those studies are not done yet in SMA in North Bali, especially in the rural area. It is also important to consider teachers' and students' readiness in remote teaching and learning, especially in North Bali, since the teacher is also a part of the teaching and learning process.

North Bali is the part of Bali which area is covered in the Buleleng regency. Most of the school in North Bali uses face-to-face learning, especially the school located outside the city or the rural area. Many schools in rural areas face some challenges such as infrastructure, source of learning, the inadequacy of teachers, students' competence, and students' mindset (Aguliera & Nightengale-Lee, 2020; Febriana et al., 2018). The teaching and learning process in rural areas is inferior to urban areas due to the facilities, teachers, and students (Budi Santoso et al., 2018; Churiyah et al., 2020; Martiana, 2019).

SMAN 1 Kubutambahan is chosen as the representative of some schools in the rural area of North Bali, which uses full face-to-face learning without using any online learning platforms before. The problem arises when the teachers and the students are forced to conduct the teaching and learning process through an online meeting during the pandemic without experiencing teaching and learning through online platform. Before conducting this research, the researcher has done the preliminary observation to observe the problems in conducting remote teaching. During the observation, the researcher found some

problems such as the students do not have gadgets for doing remote teaching, students tend to submit their tasks late, and some students did not attend the class. Based on the problems founded, the readiness of teachers and students at SMAN 1 Kubutambahan will be investigated further in this study.

1.2 Problem Identification

Based on the background, this study identifies some problems. Firstly, during the pandemic COVID-19 teaching and learning process at SMA in north Bali must be conducted even not in the classroom. Schools have to do the teaching and learning process through the online platform during the pandemic because the teacher and students have to work from home. Secondly, each student and teacher at SMAN 1 Kubutambahan have different capability to implement the remote teaching due to the different ability to use media and technology for teaching and learning process. Some students have a condition where they do not have any gadget for learning, and some of them do not understand how to use their gadget for learning. Because of the limitation of the students, the teacher found it hard to teach the students through online platforms. Thirdly, some students tend to submit their assignments late or even do not submit them at all. This situation is caused by some factors such as students do not have any gadgets and internet connection for learning. Besides, there are no studies did look at the readiness of teachers and students in the rural area of North Bali, especially in Kubutambahan toward Remote English teaching yet. Based on the situations above, this study is conducted to investigate the readiness of the teacher and students at SMAN 1 Kubutambahan and investigate

the limiting and supporting factors in the learning process from students' and teachers' perspectives.

1.3 Limitation of Study

The limitation of this study is on the readiness of teachers and students at SMAN 1 Kubutambahan toward Remote English teaching. This study will be focused on the readiness of the teachers and students based on the factors from both teachers' perspectives and students' perspectives.

1.4 Research Questions

This research will answer some questions as follows:

1. What is the readiness of teachers at SMAN 1 Kubutambahan toward Remote English teaching?

2. What is the readiness of students at SMAN 1 Kubutambahan toward Remote English teaching?

3. What are the limiting and supporting factors of Remote English teaching readiness from teachers' perspectives?

4. What are the limiting and supporting factors of Remote English teaching readiness from students' perspectives?

1.5 Research Objectives

The objectives of this research are:

1. To investigate the readiness of teachers at SMA N 1 Kubutambahan toward Remote English teaching.

2. To investigate the readiness of students at SMA N 1 Kubutambahan toward Remote English teaching.

3. To investigate the limiting and supporting factors from teachers' perspectives.

4. To investigate the limiting and supporting factors from students' perspectives.

1.6 Research Significances

This study has two significances as follows:

1.6.1 Theoretical Significance

In theory, the research findings could be helpful to measure the readiness of teachers and students toward remote teaching and to investigate the limiting and supporting factors from both teachers' and students' perspectives, which important to improve the effectiveness of remote teaching.

1.6.2 Practical Significances

In practice, the results are useful for the following.

1. Firstly, teacher can use the result as an evaluation for themselves to be more ready in Remote English teaching.

2. Secondly, future researchers may explore other factors and dimensions related to Remote English teaching to improve

teachers' and students' readiness toward Remote English teaching.