

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Teaching and learning activities nowadays do not always require teachers and students interacting directly which means they can be separated in time and distance. The massive development of the technology has influenced the use of the technology in education area. The education area has already implemented the use of technology in every activity conducted on the syllabus. The teacher nowadays has improved their skills in using technology to support them during teaching and learning activities. The teacher already combined the traditional method with technology that can help them in delivering the materials and also make the students more excited to participate during the learning activities.

Most of the countries around the world has been already implementing technology, especially online learning platform to support the teacher at school. The online learning platform can help the teacher to teach the students and deliver the materials easily. The developing countries mostly use common application, such as: Schoology, Google Classroom, and etc. During the pandemics of COVID-19, all countries around the world uses online learning platform to teach their students in online learning. The students could learn the materials effectively and easily because the students can access it every time and anywhere (Eroz-Tuga, 2013). The teacher can use the platform to support them in online learning, they do not need to meet at school to do a learning activities.

The online learning platform may give a lot of benefits to both students and

teacher, but in the other hand it also gives a lot of challenges, especially for the students. The students get a lot of challenges in using online learning platform. They may get trouble in their network or connection during accessing the materials or during face to face meeting by using online platform (Setlhako, 2014). Students may get problem in their internet connection because of their demographic place. The students that live in mountain or hill may get problem with their connection because they tend to get a good network from that place.

The problem that students faced may affect their contribution or their participations in online meeting or learning, which could affect their learning outcomes at the end of the semesters. They cannot learn effectively as what they learn at school or campus. Furthermore, the students also may get another challenge in online learning. Students cannot do a discussion about something, especially if they get an assignment that tends to make them work in a group (Motzo & Proudfoot, 2017). They could not meet each other to do the assignment with their friends. That will affect the result of their group assignment and also the discussion quality. SMAN 1 Baturiti and SMA N 1 Kediri are two schools that implement online remote teaching, especially in Bali for their students. Online remote teaching can help both the teacher and the student to do the learning activities from their home, and to cut the spread of Coronavirus. Online and remote teaching can help both teacher and students to do the learning activities at the campus, and avoid the risk of being infected by Coronavirus. Besides helping both teacher and students to protect themselves from Coronavirus, online remote teaching also gives a lot of challenges especially for students. According to the observation that the writers did during online remote teaching, the writers saw the

challenges that the students faced during remote teaching. The student that lives in hills and mountains or in villages commonly gets network issues during online remote teaching. They tend to get bad network that makes their video and audio quality become bad. That could affect their learning outcomes, because the students cannot listen to their lectures or see the PowerPoint that the lectures share during the online remote teaching. Furthermore, the student also cannot upload their assignment to the platform or web used by their teacher. They need more time to upload their assignment due to the network issues. Several students also cannot upload their assignment on time, because they get internet issues and that will affect the students' assignment grades.

The researcher conducted a research that aiming to discover EFL teachers and students challenge in implementing online learning in the emergency remote learning during the Covid-19 pandemics. The researcher discovered the solution that the EFL teachers and students take to encounter the challenges that they find in online emergency remote learning. The researcher conducted the research to find the challenge that the EFL teachers and students find during this online emergency remote learning. The researcher also wanted to find the solution that the EFL teachers and students take to encounter the challenges in implementing the online emergency remote learning. The previous study by several researchers found the challenge of online learning implementation. It is important to explore the challenges and the strategies that EFL teacher and students takes to encounter the challenges during the online remote teaching implementation. This research could help the teacher, students, government to encounter the challenges that occur during the online remote teaching implementation. It is important to know

the challenges of the online remote teaching. It could help the teacher and students to make better learning activities by knowing the challenges and also the strategies to scope the challenges. It also could the help the government in conducting or revising the policy about online remote teaching, especially the online remote teaching in Indonesia which implemented suddenly due to the pandemic. The research focuses on the challenges of the ELF teachers and students and also the solution that they take to encounter the challenges. Tabanan regency is located in high land, especially surrounded by hills and mountain, for example Penebel regency, Pupuan regency, Baturiti regency. Those places which that are surrounded by mountain and hill, mostly that lives in village get a low internet access, even in Tabanan districts that the main city of Tabanan regency sometimes experience slow internet access. The EFL teachers and students at two vocational schools became the participants of the research by employing purposive sampling to gathering the data about the challenges of online remote teaching implementation and the strategies to cope with the challenges.

## **1.2 Identification of the Study**

The implementation of Online learning during Coronavirus pandemic may give a lot of benefits to both students and teacher. They do not need to go to school or campus to do a learning activity. They can do learning activities from home without considering the risk of contracting the Corona virus from the other people. Despite of the benefits, online or online learning also tend to gives several challenges. The students tend to get several challenges like internet issues or etc. It is important to know the challenge that students get during online or online

learning and give the information to the teacher, so they can change the learning activities or learning design based on those challenges.

### **1.3 Limitation of the Study**

The limitation of this study is to discover and find the data from the students. This study focuses on exploring the challenge that the EFL teachers and EFL students experience during the online remote teaching implementation. This study also explore the strategies that EFL teachers and EFL students take to cope the challenge during the implementation of online remote teaching at two different vocational schools in Tabanan, Bali.

### **1.4 Statements of the Problem**

According to the research background above, the research question of this research can be formulated as follows:

1. What are the challenges of the EFL teachers in implementing Online Learning in the emergency remote teaching context in SMA Negeri 1 Kediri and SMAN 1 Baturiti?
2. What are the challenges of EFL students in implementing Online Learning in the emergency remote teaching context in SMA Negeri 1 Kediri and SMAN 1 Baturiti?
3. How do SMA Negeri 1 Kediri and SMAN 1 Baturiti EFL teachers cope with the challenges in Online Learning implementation in the emergency remote teaching context?

4. How do SMA Negeri 1 Kediri and SMAN 1 Baturiti EFL students cope with the challenges in Online Learning implementation in the emergency remote teaching context?

### **1.5 Purpose of the Study**

According to the research question directly above, the research objectives can be defined as follows:

1. To identify the challenges that EFL teachers gets in implementing the Online Learning in the emergency remote teaching context in SMA Negeri 1 Kediri and SMAN 1 Baturiti?
2. To identify the challenges that EFL students gets in implementing the Online Learning in the emergency remote teaching context in SMA Negeri 1 Kediri and SMAN 1 Baturiti?
3. To describe the solution that ELF teachers' takes in implementing the Online Learning in the emergency remote teaching context in SMA Negeri 1 Kediri and SMAN 1 Baturiti?
4. To describe the solution that ELF students' takes in implementing the Online Learning in the emergency remote teaching context in SMA Negeri 1 Kediri and SMAN 1 Baturiti?

### **1.6 Significance of the Study**

#### **1.6.1 Theoretical Significance**

This result of this research are expected to be used as a reference for further research investigating about the online remote teaching. This study could

become the reference in exploring the challenges of online remote teaching and also provides the information about the challenges that EFL teachers' and students' experience and the strategies that they take to cope the challenges that occur during the online remote teaching implementation.

### 1.6.2 Practical Significance

#### 1. Teacher

This research could help them to explore the challenges of their students during online learning. The teacher could explore the challenges that could affect the effectiveness of learning activities. By exploring the challenges, it also could help the teacher to find the solution to encounter the challenges.

#### 2. Student

The students could know the other challenge that occurs during the online remote teaching implementation. It could help them to exploring the challenges and know how to overcome the challenges so they could accommodate anything that they need, and could avoid the challenges or make sure the same challenges did not appear again.

#### 3. For further research

It could help the other researcher in conducting and exploring the challenges that EFL teachers' or the EFL students' experience during the online remote teaching. This study also helps them as the references for their research.