

CHAPTER I INTRODUCTION

This chapter describes the research background, problem identification, research objectives, research significance, and research scope. The research background presents the arguments used as a rationale for choosing teaching strategies for three EFL teachers in Tabanan district, such as SMPN 1 Tabanan, SMPN 2 Tabanan, and SMPN 6 Tabanan. The research objective describes the research output or the answer to the research questions, the research significance presents the theoretical and practical results of the research output.

1.1. Background of Study

The emergency response period for the Covid-19 pandemic has not yet ended, making the public even more restless. Teachers must be prepared for all online learning. This is to ensure that teaching and learning activities continue, even though students are at home. This is under the Minister of Education and Culture of the Republic of Indonesia regarding Circular Number 4 of 2020 concerning Implementation of Education Policies in the Emergency of the Spread of Coronavirus Disease (Atsani, 2020). The solution, teachers are required to design online teaching strategies as an innovation in the teaching process.

Based on some unstructured interviews, teachers found many obstacles in implementing new online teaching strategies, because teachers are still learning how to implement it. Teachers have their perception to strategies in implement online learning. Teacher perception to strategies in implement online learning. becomes an

important thing. Satrianingrum and Prasetyo (2021) stated that teacher's perception of the impact of Covid tends to be difficult due to the lack of available facilities and infrastructure, the difference between learning in the classroom and at home. Teachers feel the burden of quota and internet connections, especially in areas with unstable signals, therefore teachers have limited monitoring of children's growth and development.

Various strategies were used by teachers in online learning to achieve learning objectives. One of them referred to previous study by Lestyanawati and Arif (2020) who described the strategies used by teachers during COVID19 were to apply online chat , use video conferencing, and mix online chat and video conferencing in online teaching and learning.

Before the Covid-19 pandemic, teaching strategies were planned by the English Subject Teachers Conference (MGMP) or the EFL Teachers Coordination Group. EFL teachers used and applied the EFL learning process using the compromised learning strategy in face-to-face interactions at three Junior High schools around Tabanan district. Due to the Covid-19 outbreak, the Ministry of National Education and Culture transferred the EFL learning process to an online learning platform.

The policy in online learning platforms brings about new challenges to three teachers, especially in SMPN 1 Tabanan, SMPN 3 Tabanan, and SMPN 6 Tabanan. Teachers who often teach face-to-face in classroom suddenly have to teach in online classes. Some obstacles are teacher's provided learning materials , child's guidance technical literacy by teacher and parent, child's financial status (Satrianingrum and

Prasetyo, 2021). Generally, there are many obstacles in the learning process due to unfamiliar e-learning teacher's , they were the e-learning tools operation, teacher's knowledge, time management, and student's enthusiasm (Windiarti and Pratolo, 2019).

Another difficulty is that the student's interest in learning has diminished due to distance learning. The task assigned by the teacher is not completed and the students prefer to play games instead of studying at home. Even the students use their study time to play at their friend's houses (Sutarto and Fathurrohman, 2020). The specific difficulties that teachers of English as a foreign language may face when preparing for online learning are the inability of teachers to use technology, school facilities to support e-learning, difficult to interpret materials, restrictions on student access to the internet, family history of financially disadvantaged students, and parental support system (Lestyanawati and Arif Widyantoro, 2020).

Studies concerning teacher's strategies in implementing online learning have been conducted by many researchers. Safitri and Ratnasari (2020) conducted a study to describe the communication strategy of Alfa High School Teachers Centauri Bandung when learning online in the COVID-19 situation. Sutarto and Fathurrochman (2020) have conducted research focused on understanding and exploring strategies used by SDIT teachers Rabbi Radhiyya Curup to increase student interest in learning and to express students responses in online learning during the COVID-19 pandemic. Asri and Sufiyana (2020) conducted a study focused on the strategy of Islamic Education Teachers in increasing student interest in learning class XI-OTKP, at SMK Ardjuna 01 Malang through online learning.

The preliminary studies that were conducted by these previous researchers were conducted in one place or college. Few studies have investigated how teachers in different settings used their strategies to conduct online learning during The Covid pandemic. To fill this empirical gap, the present study aimed at reporting strategies of public Junior High School's teachers in Tabanan District during the Covid pandemic, in 3 different settings: SMPN 1 Tabanan, SMPN 3 Tabanan, and SMPN 6 Tabanan. The present study could document more various and richer findings of about strategies implemented by the teachers in delivering online learning.

1.2. Problem Identification

This research identifies the possible problems that encountered by three English teachers in Tabanan district when using e-Learning. Because online learning is still new due to the COVID19 pandemic and the change of the learning paradigm from face-to-face to online learning. In particular, this research aims to understand teacher's perceptions of strategies, teacher's strategies, teacher's obstacles, and how to overcome obstacles in implementing online learning. Based on some preliminary studies teachers are unfamiliar with elearning, there are many obstacles in the learning process, they develop some strategies to implement it.

1.3. Research Questions

Based on the background of the study, research questions are formulated as follows.

1.3.1. What are English teacher's perception of strategies in online learning?

1.3.2. What strategies are used by English teachers to implement online learning?

- 1.3.3. What obstacles are encountered by English teachers when they are implementing online learning?
- 1.3.4. How did English teachers solve the obstacles when implementing online learning?

1.4. Research Objectives

The research objectives can be explained as follows.

- 1.4.1. To explain English teacher's perceptions about strategies in online learning.
- 1.4.2. To explain the strategies used by English teachers to implement online learning.
- 1.4.3. To explain the obstacles that are encountered by English teachers when implementing online learning.
- 1.4.4. To explain the ways to overcome the obstacles when English teachers implementing online learning.

1.5. Research Significance

This research is expected to provide benefits both for the development of science (theoretical) and for practical purposes, such as :

1.5.1. Theoretical Significance

The importance of teacher's abilities in preparing and implementing online learning will be used as a continuous improvement effort for personal, professional, pedagogical, and social competence in today's information technology perspective.

1.5.2. Practical Significance

The practical benefits of the results of this study are for the following parties.

1) Students.

Knowledge and understanding of weaknesses and constraints in implementing online learning will help them minimize obstacles to learning due to some technical constraints.

2) Teacher.

Through the online teaching platforms, EFL teachers can develop strategies in online learning.

3) Future Researchers.

Future researchers can also enrich the findings of this study to other online learning platforms.

1.6. Research Scope

As a result of the outbreak of Covid-19, this research is limited in terms of research subjects, objects, and research schedules as follows.

1.6.1. The research subjects were limited to only three people, English teachers in SMPN 1 Tabanan, SMPN 3 Tabanan, and SMPN 6 Tabanan to reveal the perception of strategies, the strategies, obstacles, and how to overcome the obstacles of teachers in online learning.

1.6.2. The object of research is also limited to perception of strategies, teachers strategies, the obstacles, and how to overcome the obstacles found in these four activities.

1.6.3. The teacher's ability to implement online learning is limited to mastery and selection of teaching strategies.

1.6.4. Data collection schedules were implemented during the Covid-19 pandemic from the end of February 2021 to in the beginning of May 2021.

