CHAPTER I

INTRODUCTION

1.1 Background of the Study

Tuntirojanawong (2013) states that traditional learning and online learning exist in different situations. Formal learning is done in the classroom as a regular class with the traditional environment. He also stated that online learning is done on the teacher and the learner. Online learning can be done in a distance situation or the classroom. Online learning, which is done in the distance, usually uses modern technology to do the learning activity. We can also be called distance learning which means online learning in distance situations (Vonderwell, 2004). However, online learning, also known as blended learning, means online learning as the provider during the learning activity in the classroom, and it uses online media. In addition, Akbarov (2018) states that blended learning combines traditional and digital classrooms. This means this teaching activity might be a better way to deliver the material and feedback in all education grades. Traditional and online learning have their preparation in preparing the course. According to Palloff and Pratt (2001), as cited in Vonderwell (2004), the online faculty that learns online is more superficial than traditional because it does not prepare the interdependence and independent learning in an online course.

Educational institutions very much apply distance learning in this day and age. For example, Indonesia has an open university that uses a distance learning system and the covid-19 virus outbreak in which almost all educational institutions organize distance learning. As cited in Tagoe and Abakah (2014), the

internet significantly transforms this era, especially distance learning. Vasilevska et al. (2017) define that distance learning education is very quickly spreading in the environment. For example, as cited in Vonderwell (2004), the USA rapidly uses online education to expand distance learning. So, in the distance learning environment, the teaching subject is the student who receives the access code from joining the electronic teaching materials or communicating with the teacher's teaching object (Vasilevska et al., 2017). It finds that the new paradigm in the learning environment of online learning transfers the knowledge and stimulates the of the to develop the capabilities of the students' self-learning (Krouk & Zhuravleva, 2010) as cited in (Vasilevska et al., 2017).

In a distance learning environment, technology is needed and valuable because the learning technology is the bridge of the learning process. At the same time, the teacher and the students cannot meet in the classroom. Tuntirojanawong (2013) states some perceptions state that online learning is the teaching process that uses the technology form, while others perceive that online learning is the solution of the teaching in distance education facilitated by the massive penetration of the internet. In addition, Hoppe and Breitner (2003), as cited in Tuntirojanawong, 2013), describe how modern ICT and computers support online learning education. Newman (2008), as mentioned in Tuntirojanawong (2013), adds that modern ICT in online learning delivers learning material and training programs.

In using technology in distance learning, the important thing is the readiness to follow the teaching, so the students and the teacher must be influenced to use the technology, the online material, and the online tools. According to Rahamat et

al. (2017), the use of suitable materials and tools in the teaching and learning process is undeniably helpful in making the process more meaningful. In addition, Rahamat et al. (2017) explain that the critical thing in distance learning is the suitability of the material and tools. According to Rahamat et al. (2017), current global developments have opened more opportunities for educators to design and implement ICT-based learning. The impact of ICT in education has been proven in various studies because it can make teaching and learning more enjoyable, motivating, and meaningful (Chapelle, 2003; Ely, 1997; Kenning, 2007 Radlow, 1986; Tinio, 2002) as cited in Rahamat et al. (2017). In preparing suitable material and tools, the teacher plays a vital role in making the material and the tools meaningful. The students also should be ready to follow the instruction of the use of the technology used in distance learning.

Besides that, the educators prepare interesting material and tools in online learning. Vonderwell (2004) stated that the teachers make a model for their students to guide them to communicate effectively and adequately using asynchronous and synchronous communication tools. The asynchronous and synchronous communication tools are practical and essential for online learning in distance situations (Vonderwell, 2004). Therefore, teacher preparedness is necessary as the teacher becomes the bridge for the knowledge and students. Teacher's readiness in implementing the technology currently need to be investigated. As explained earlier, distance learning changes some aspects of the learning process, changing how teachers provide students education. Bloom (in Engin, 2017) readiness is an integral part of the education system and significant input for learning and teaching. Besides, the students' readiness as learners in

online learning should be ready to involve. To succeed with various learning styles, students or learners must possess attributes such as self-determination and an overall desire for greatness. If these attributes are lacking, the student may find it challenging to progress through the experience due to the numerous high demands (Tuntirojanawong, 2013)

In distance learning, students develop their self-learning, and the readiness to use the technology in distance learning is essential. Every student must prepare for the media because the students should understand the instruction, especially English instruction. According to Vonderwell (2004), online learners need to understand the dynamics in an online setting which is how online learning works, namely interactions, relations, perceptions, the role of learners and instructors. Vonderwell (2004) also states that the teacher's role should be understood by the learners, which are the teacher as a facilitator or a guide. Besides the learners understanding the online setting dynamics, the learners should be ready to prepare the online learning. According to Vasilevska et al. (2017), different students at different levels have other readiness in distance education. Still, in this education model, the preparedness of the students is not developing the criteria. Vasilevska et al. (2017) state that readiness to distance education includes knowledge, skills, and abilities necessary for students to possess while using distance education technologies successfully.

According to Zhang (2020), China's education system is run well during the pandemic of COVID-19. He stated that distance education gives the best response to the students during the pandemic. The pandemic of COVID-19 leads every aspect of human life into something called a new normal that distance education is

included in. Distance education is done in this pandemic COVID-19 situation all around the world. In the pandemic of COVID-19, Indonesian educations also apply distance education to the pandemic of COVID-19. Distance learning during the pandemic of COVID -19 is also known as remote emergency teaching-learning. Zhang (2020) states that China's education is used various educational technologies during the remote emergency teaching-learning. Indonesia also uses some educational platforms as the technologies of the small emergency teaching-learning during the pandemic of COVID-19. According to Mustakim (2020), using online media as the platform during remote emergency teaching-learning is helpful for both teachers and students. He also mentioned that using online media as the platform during the remote emergency teaching-learning positively responds to both teachers and students in SMA Negeri 1 Wajo Sulawesi Selatan during the pandemic COVID-19.

However, not every area in Indonesia is used with online media learning, yet during the pandemic of COVID-19, it becomes a must to prevent the spread of the virus. It is also the same in Bali, especially SMP NEGERI 2 MELAYA. The researcher has observed that the unstable internet is impacting the learning process in emergency remote teaching. Zhang (2020) also states the dangerous internet significantly impacted the quality of the learning process in emergency small learning teaching. The unstable internet connection also happened in SMP Negeri 2 Melaya, where the school zone is far from the city or the place that is hard to find a good internet connection. The effect of the unstable connection of the internet includes how the teacher delivers the teaching material and how students receive it, and the use of media learning that can be lagged during the

teaching session, which can make the misinterpretation. Besides, some of the aspects that can influence teacher and students' readiness are computer/internet self-efficiency, self-directed learning, learner control, motivation for learning, and online communication self-efficiency. The researcher found that the willingness to use technology in remote teaching-learning can be affected by the unstable connection of the internet. Therefore SMP Negeri 2 Melaya is selected to be investigated.

1.2 Identification of the problem

Based on the background above, the use of technology is essential during the online learning process. Before using technology as the media of the online learning process, the students must be ready for that. To follow online learning, the most important is prepared. So, the researcher found that more of the students show less of their readiness for online education in an emergency because of many factors, such as time, place, and the most problem that appears is technology. Because the students have been using technology media while following the online learning process like Google Classroom, WhatsApp, YouTube, and Google Form, it is not just a for students' perception of technology readiness but also the teacher's perception for technology readiness in emergency remote learning. So, the researcher will investigate the teacher and students' readiness for using technology in emergency remote learning through their experience.

1.3 Limitation of the Study

This study is conducted for English teachers and eighth-grade students of SMP Negeri 2 Melaya. This study is conducted in SMP Negeri 2 Melaya because the researcher has observed that this school uses technology through the online learning process in the pandemic situation. And there are some problems during conduct online learning in this emergency remote learning toward teachers and students' readiness. The biggest problem that appears in this school is the technology readiness of the teachers and the students. So, from that problem, this study is conducted to investigate the teachers' and students' readiness to use technology in emergency remote learning.

1.4 Statements of the Problem

Based on the explanation above, the research problems can be defined as follows:

1. How is the teacher's perception of technology readiness in emergency remote learning in SMP Negeri 2 Melaya?

2. How is the student's perception of technology readiness in emergency remote learning in SMP Negeri 2 Melaya?

3. How is the observed teacher's technology readiness during the emergency remote learning in SMP Negeri 2 Melaya?

4. How is the observed student's technology readiness during the emergency remote learning in SMP Negeri 2 Melaya?

1.5 Purpose of the Study

Based on the research problems above, there are some objectives of the study:

1. To determine the teacher's perception of technology readiness in emergency remote learning in SMP Negeri 2 Melaya.

2. To determine the student's perception of technology readiness in emergency remote learning in SMP Negeri 2 Melaya.

3. To know the technology readiness of teachers in emergency remote learning in SMP Negeri 2 Melaya by observing.

4. To know the technology readiness of students in emergency remote learning in SMP Negeri 2 Melaya by observing.

1.6 Significant of the Study

1.6.1 Theoretical Significance

The theoretical significance of the research is expected to give information about the readiness of the teacher and students in using learning technology in the online learning process, especially in English instruction.

1.6.2 Practical Significance

This research is expected to be useful for three classes based on their needs, but it will also benefit everyone who reads this paper.

a. For students

This research is expected to make the students understand the importance of readiness in pandemic situations by learning technology.

b. For teachers

This research is expected to prepare the technology readiness in emergency remote learning and provide a standard learning technology to prepare the students to follow the learning process.

c. For other researchers

This research is expected to be able to be used as a reference for further studies. This research is also likely to inspire other researchers to develop the students' readiness in others' situations.