

# CHAPTER I

## INTRODUCTION

The first chapter presents an overview of the research. It consists of research background, problem identification, research limitation, research objective, research significance, and scope of the research.

### 1.1 Research Background

English is one of the most important subjects, even though English is a foreign language. English was a universal language because it used by all people in the world as an international language. In the world of education in Indonesia, English is one of the subjects taught to students from elementary to college. Based on Permendiknas No. 22/2006 on Content Standards and Permendiknas No.23/2006 on Graduate Competency Standards (Kementerian Pendidikan dan Kebudayaan, 2016), English is one of the compulsory subjects for Elementary until Senior high School students.

However, if we look in general, English education in Indonesia has not been as expected. According to Hanafi (2020) English education in Indonesia, especially at the secondary level is still oriented towards getting good grades without paying attention to the more essential goal of learning a language, namely mastery of the language itself. If we look at this all-digital era, English is very important because all of the learning are technology-based. As said by Lestari (2018), knowledge is growing from time to time and supports the creation of new technologies that mark. Until now, the developed technology has entered the digital stage.

With the sophistication and advancement of science and technology in the learning process, it is even easier to access with the presence of various electronic tools that support learning, such as mobile phones, laptops, tablets, computers, and so on. Including in Indonesia, every field has begun to use technology to facilitate work, including in the field of education. In addition, currently the world situation is in chaos due to the corona virus disease 19 (COVID-19) and including Indonesia due to its impact. Thus, the space for movement is limited, including learning activities. However, with the sophistication of technology, teaching and learning activities can be carried out. It was known as distance learning or online learning in the nineteenth century. The teaching and learning process is done online, where the teacher teaches from home, and students learn from home. We cannot deny that online learning is crucial in this impossible situation. According to Perry & Pilati, (2011), online learning, which began as correspondence courses in the nineteenth century and grew into educational television during the twentieth century, evolved into learning on the Web by the mid-1990s.

Carliner (1999) defined online learning as educational material that is presented via a computer. Most of the terms (online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means (Cojocariu et al., 2014). Online learning is learning supported by the internet, which provides the learning material, including Youtube videos, PowerPoint, E-book, audio, etc. (Jeffrey et al., 2014). By the definitions of online learning, it can be concluded that online learning is learning that is carried out remotely, wherever,

whenever, in some rhythm, and by delivering instructions to audiences and supported by the internet in which it provides learning materials, including Youtube videos, PowerPoint, E-books, audio, etc.

Face-to-face or online learning is closely related to teachers because the teacher is the most important facilitator to convey information to students. Therefore, whatever information the school provides to students will be conveyed more often by the teacher. According to Comas-Quinn (2011), the success of any innovation in education, such as the introduction of online teaching and online technologies (what is commonly referred to as e-learning), is in great part due to how well teachers engage with the new ideas and implement them with their learners. After all, learners are often viewed by learners as the embodiment of the course and the institution, one of the key components that can make or break their whole learning experience (Freeman, 1997). Thus the online teacher becomes a critical factor in learner acceptance of e-learning (McPherson & Nunes, 2004).

The things mentioned above are not enough without being matched with teacher readiness because teachers play a very important role in education. Teachers need to be trained to become confident users and effective supporters of their students, and both teachers and learners alike need to know how to use new technologies and why they should use those (Kirkwood & Price, 2005). Therefore, teachers' readiness is the main thing to make the learning process run well. Online learning may not be familiar among Indonesians, especially those in remote areas or far from cities. Still, after this pandemic, people inevitably have to know what online education is, including teachers, because students get information through teachers.

However, in the online learning process, there are many problems that online teachers face. According to Rigianti (2020), teachers faced several obstacles during online learning, the first "Learning Applications." As pandemic countries, forcing teachers to use an application connected to internet applications to deliver learning material. This is an obstacle for teachers because teachers are not ready to switch to online learning. The second is "Internet and Devices." An internet connection is very important in implementing online learning. Yet, the field proves that teachers and even the public complain about the inadequate internet network. Third, "Learning Management." This becomes an obstacle when online learning. Teachers must choose learning materials with extras to make no misconceptions between teachers and students when implementing the material. On the other hand, teachers must also see the achievement of basic competencies that students must master.

Based on the preliminary observation conducted, the researcher found that SMAN 1 Seririt has implemented online learning since the enactment of government regulation, namely restriction on activities related to leaving the house and traveling. Furthermore, the availability of software, hardware, and stability of the internet met the expected level for implementing online learning. The school has conducted a workshop to operate the application. Therefore, from several problems Rigianti (2020) described, researchers are enthusiastic to know the readiness of English teachers to implement online learning.

However, the researcher had read some articles that related to her study. The researcher found a researcher who conducted a study concerning teacher and students' readiness in online learning and subject or the sample was teachers from

all major and students' senior high school. The study was entitled "The readiness of teachers and students to develop E-learning and M-learning for the learning process" by (Ramadiani et al., 2020). The research was conducted to know the teachers' and students' perceptions about E-learning and M-learning. The findings obtained from that study indicate that all of the teachers in those schools are ready and able to develop E-learning and M-learning systems. While the study conducted by the researcher was about the teachers' readiness, especially of English teachers in SMAN 1 Seririt, to implement the online learning process. The subjects of this study are five English teachers and the principal of SMAN 1 Seririt.

## **1.2 Problem Identification**

In online learning, teachers should have and prepare themselves to face the problems and challenges in the world. As we know, teachers face many obstacles, such as changing their habits in teaching from face-to-face to online learning. The teacher will certainly feel overwhelmed because the teacher also has to find a strategy or teaching technique, find appropriate and logical material so that topic linkages become clear, and find assessment techniques suitable for online learning to fit the lesson plan.

Teachers also need devices like computers and the internet stable because, in online learning, teachers need to connect to the internet so that the implementation of online learning runs smoothly. In addition, the teacher has problems in supervising students, to know whether the student is really paying attention in online learning or is just attending.

The researcher has conducted preliminary observations at SMAN 1 Seririt. The researcher found that SMAN 1 Seririt has implemented online learning since the enactment of government regulation, namely restricting activities related to leaving the house and traveling. Then, SMAN 1 Seririt also provided software, hardware, and the internet to implement online learning. The school has conducted a workshop to operate the application. Therefore, the question was the teachers at SMAN 1 Seririt ready to implement online learning? When viewed from the factors of Technology, people, content, and institutions. Therefore, from several problems, urgent to investigate the readiness of teachers regarding the implementation of online learning at SMAN 1 Seririt.

### **1.3 Research Limitation**

The delimitation of this research was English teachers' readiness to implement the online learning process and the strength and weakness of implementation online learning at SMA Negeri 1 Seririt. So, based on the problem identification, the researcher focuses on investigating the readiness of English teachers in the online learning process in terms of the Technology, People, Content, and Institution and the strength and weakness of implementing online learning at SMAN 1 Seririt. The researcher took the study in SMAN 1 Seririt because SMAN 1 Seririt has implemented online learning. Then, SMAN 1 Seririt also provided software, hardware, and the internet to implement online learning. Besides, SMAN 1 Seririt has conducted two workshops on July 27- 29th 2020 and August 7-10th 2020 about learning tools (lesson plan, assessment, and how to use an application like google classroom)

## **1.5 Research Questions**

1. How ready are the English teachers to implement the online learning at SMA Negeri 1 Seririt in terms of Technology, People, Content, and Institution?
2. What are the strengths and weaknesses of implementing Online Learning in SMAN 1 Seririt?

## **1.6 Research Objective**

There are several objectives of this research as follows.

### **1. General Objective**

In general, this research aims to know English teachers' readiness in online learning at SMA Negeri 1 Seririt in terms of Technology, People, Content, and Institution and to know the strengths and weaknesses of implementing Online Learning in SMAN 1 Seririt.

### **2. Specific Objective**

The specific objectives of this study can be mentioned as follows.

- a. This research analyzes the readiness of English teachers to implement online learning at SMA Negeri 1 Seririt in terms of Technology, People, Content, and Institution.
- b. This research investigates to know about the strengths and weaknesses of implementing Online Learning in SMAN 1 Seririt.

## **1.7 Research Significance**

Regarding the background, research problem, and research objectives, this research is expected to bring some contribution both theoretically and practically in the implementation of online learning as follows.

### **1. Theoretical Significance**

The study is expected to support the implementation of online learning in teaching English, especially in terms of Technology, People, Content, and Institution, and also to know the strength and weaknesses of implementing online learning. Besides, this research is useful for the government, school management, teacher, and future researchers to develop and implement online learning.

### **2. Practical Significance**

#### **a. For Teacher**

Hopefully, the result of the study could be a reference for the teacher in considering their online teaching, especially in SMAN 1 Seririt.

#### **b. For Schools' Management**

For schools' management, the result of the study is expected to be a reference in making policy in terms of online learning for the teacher in their school and to provide the support needed for the establishment of online learning.

#### **c. For Government**

This research is expected to be information and overview for the education board and government about the situation that occurred in the schools, especially the teachers' readiness. Hopefully, the government can help the



teachers' readiness for implementing online learning in terms of support by facilitation and programs for teachers' development.

d. For Future researchers

The study is expected to be a reference to support the data on the same or depth research about online learning. Through research, the researcher can participate in the application of online learning.

### **1.8 Scope of The Research**

This study identified the teachers' readiness to implement the online learning process in terms of Technology, People, Content, and Institution and also the strength and weakness of implementing online learning at SMA Negeri 1 Seririt in the English course context.

