

CHAPTER I

INTRODUCTION

1.1. Research Background

The researcher brought the study to one of the schools in Jambi that were affected by the Covid-19 Pandemic. Due to outbreaks of COVID-19 that are happening in the world, there are many difficulties for humans. Especially in Indonesia, teaching and learning activities face obstacles and are not be able to run well. There is no direct contact allowed in this condition and regulations that require people to do social distancing causing students not be able to attend school and teachers cannot give lessons to students. Pandemic conditions that have lasted long enough can disrupt the education system in Indonesia that students can't get direct learning. In addition to the disruption of direct learning activities, students will find other obstacles. One of the difficulties students will face is the difficulty in learning English. Even with the help of English teachers, it can be very difficult for students to understand, especially if they have to learn it independently. To be able to continue educational activities, especially in Indonesia, teachers and students can use technology as a medium.

If we look at the current state of education in Indonesia, there are still many teachers who use traditional classes. The use of traditional classes can still be found today because there are still many educators who cannot use technology properly. Although it is quite difficult, the current conditions force educators to be able to use technology properly so that they can still carry out their duties as educators who will provide learning to students. And these causes learning activities can't be carried out properly and following what is expected.

Futurist Alvin Toffler (1970) predicted, "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn". Toffler's statement frames the new educational paradigm emerging as schools transition from a traditional bricks-and-mortar teaching classroom environment to a 21st-century learning environment supported by technology. The twenty-first century is an era when language especially English, becomes an important role in the 21st century. People use language in communication, and communication

helps humans to get a lot of information and have conversations with people who come around the world using English. Due to the importance of English in language and a conversation, English has been encountered as the dominant in many aspects.

In the 21st century, technology also plays an important role in many aspects. If we looked and re-examine the needs of students in this the twenty-first century, technology can help students' needs as a tool that can be applied in their learning because, traditional systems no longer help students in developing their skills and their critical thinking skills. Vine & Cucchu, (2010) stated that students in the world today are no longer fulfilling the ancient teachings including classes, teachers, textbooks, and blackboards. The development of technology in this new era affects the way of students learning and their needs. To develop the skills they need today, it is very important to apply the learning that will be provided that is appropriate to the personalities of students and their communities. Condition in today's world that has been experienced by the students can help them to develop their skills and abilities that they have learned, they can use and apply the abilities and skills that they achieved in real life.

According to Fu (2013), in the twenty-first century, technology gives instantaneous access to information, and the internet can be accessed through numerous technology tools such as laptop, computer, and smartphone. Fisher (2013) stated that to look at today's condition, how students spend much of their time using technology tools, they use this technology to interact with their friends, teachers, instructors, and learn much content everywhere, in the class or outside the class through distance learning.

English is an important language that students have to master nowadays. A wide range of English skills will assist students in communicating well to others in school or the public. English is the language of International Communication. English may not be the common language that is used in the world, but it is the official language of 53 countries and spoken by around 400 million people in the world. Speak English did not mean you can communicate with native English only, but if you meet someone from another country, then the chances are that you both will use English to communicate. Every student has many problems in learning English because English is not a mother tongue in Indonesia. Unfortunately, so many people are still not exactly able to master English. Thus, in mastering a language, they will need

processes. Because English is a foreign language in this country, many Indonesian students find it very complicated to learn English. The students must study step by step to know and understand English and need a big help from the teacher to get more understanding. But, what happens if students and the teacher can't get direct interaction in teaching and learning English, and students have to learn by themselves?

Even though students take lessons in class, as usual, students still have difficulty in being able to understand the material even with the help of the teacher. In direct learning activities in the classroom, students can directly give questions to the teacher if they find difficulties or problems in learning. However, seeing the current conditions where students are required to study independently and do online learning with the teacher, that will be difficult for students to be able to freely ask questions to the teacher. That causes students to find answers to their questions in books or on the internet, or they can give questions to their parents. But we cannot equate the answers given by the teacher directly and the answers listed in the book or on the internet because the teacher can provide the core of the answers to our questions, while the internet and books provide answers broadly and also in general. The material taught by the teacher and the material also contained on the internet is the same, but the teacher has adjusted the material that they will teach their students based on the existing curriculum. Material that can be found on the internet or in books does not mean that it cannot be used by students. It's just that the material that has been prepared by the teacher based on the existing curriculum has been adjusted to the ability of students.

If we look at Indonesia's educational condition, Indonesian Minister of Education and Culture Nadiem Anwar Makarim issued several policies related to the teaching and learning process during the Covid-19 pandemic. These policies were concerning the Implementation of Education Policy in the Emergency Period of the Spread of Corona virus Disease (Covid-19) issued on 24 March 2020. One of them is learning at home. The Ministry of Education provides several references for implementing learning from home during this pandemic. In this distance learning process, students are not given demands to complete all curriculum achievements to move up to grade or graduate. Learning material at home, according to the Minister of Education and Culture, can be focused on life skills education, for example, which currently relevant understands what the Covid-19 pandemic is. There are no specific restrictions on what learning material students must do at home. All things can be

learned following their interests and conditions. This is because the access or learning facilities owned by each student at home are not the same. In this case, the teacher is asked to provide feedback on the activities carried out by students at home. The feedback is qualitative and not in the form of quantitative scoring.

To look at this condition, as previously discussed, not all students or teachers have the same facilities for online learning at home. Based on Federasi Serikat Guru Indonesia (FSGI) 2020, more than 50 percent of students do not have smartphones. This data is obtained from the Ministry of Education and Culture, which has released the input of student cellphone numbers in the basic education data (dapodik). Therefore, the teacher must find one way that can be used to provide learning equally and precisely to all students. Many ways that have been used by teachers to continue implementing learning activities, one method that has been used is by using technology to conduct online classroom activities. But as we have discussed before, not all teachers or students have the same facilities and not necessarily all people have a pretty good internet connection to attend an online class. Some other problems arising from this condition are the teacher misinterpreting the word learning at home. Instead of providing explanations or additional knowledge about the material that should be taught, the teacher instead gives assignments to students to do, without any explanation from the teacher, so students must find their definition or understanding of the assignments given by the teacher. This also has a positive effect on students such as students can study independently and students can begin to think critically to find their understanding and definition of the material. But, do all students have the same critical thinking skills? To solve this problem, the teacher must find a way so that students can learn independently not only from assignments, and even if they do not attend online classes, students can still learn through material that has been given directly by the teacher.

If we look at 21st Century learning, the internet has provided a lot of conveniences for students and teachers. If the teacher can utilize the existing media well then the teacher, will still be able to carry out their teaching and learning activities. There are a lot of media that can be used by teachers to be able to continue running learning activities online; not only for teachers but also for the students. The media is available today also greatly helps students in learning and understanding the material that has been provided by the teacher if it can be used properly. But the

problem faced by educators today is that they cannot use existing media properly and optimally. SMP N 1 using the flipped method but faces the problem of the way of teaching using technology.

SMP N 1 Jambi city is one of the schools affected the pandemic COVID-19. It has been calculated that more than 2 months of learning activities in schools have not been able to be implemented. Both teachers and students have difficulty in being able to fulfill the objectives of the existing curriculum. SMP Negeri 1 was a school that became role models in Jambi so that they got more attention from other schools, and SMP N 1 is a school that has high achievements in the values and abilities of its students.

1.2. Research Focus

This research is focused on the actions of English teachers in using media and implementing the use of technology in learning activities. The teacher's action here is the teacher's understanding of the concept of learning at home and how teachers use the flipped classroom method to be able to carry out online-based learning activities, and also ways that can help the teacher to master and understand how to use existing media technology to create material that can help students in learning.

1.3. Identification of the Problem

Based on the background and focus of the research that has been explained, the formulation of the problem in this study is as follows;

1. How is the teacher's understanding of learning activities at home?
2. What are the efforts that can be done by teachers to be able to carry out English course learning activities at home properly using a flipped classroom?

1.4. The Purposes of the Research

1. Describe the teacher's understanding of learning activities at home.
2. Describe any technique that the teacher can use to carry out English course learning activities using a flipped learning

1.5. Benefits of the Research

This research is aimed to give theoretical benefit and practical benefit and many opportunities for the teachers, and the government, there are:

1.5.1. Theoretical Benefit

The results of this study are expected to provide a detailed picture of the actions of English educators when the world of education is faced with a pandemic condition. This includes the teacher's understanding of independent learning activities and learning at home and how to resolve obstacles that arise from the pandemic.

1.5.2. Practical Benefit

1. For the teachers

The results of this study are data about the practices that have been done by English teachers in teaching during a pandemic COVID-19, as well as the implementation constraints faced by teachers in this condition. The data can be used as a personal reflection for the teacher, to maintain or even improve the learning system if in the future such conditions occur again, and can prepare them as educators to create many ways of conducting learning activities.

2. For the Government

The results of this study can be used as a reference by the government in developing learning systems and preparing themselves to deal with similar conditions in the future.