CHAPTER I

INTRODUCTION

1.1   Background

The coronavirus disease has been declared a global pandemic from March 2020. The large-scale epidemic of coronavirus forces social distancing policy or physical distancing to minimize the spread of Covid19. "This policy has been attempted in many countries around the world and has a significant impact on different areas of life, especially education" as mentioned by Flores and Swennen (2020). Covid-19 changes the way people live, interact, work, teach and learn.

Furthermore, coronavirus also impacts the learning process. The government uses online learning to reduce direct contact with other people to reduce the spread of the coronavirus. UNESCO (2021) says that "the COVID-19 pandemic has been the worst shock to education systems in a century for a month, more than 1.6 billion children and young people were unable to attend school, and many are not back in school".   From the explanation above, the COVID-19 pandemic is influential for most of the world's population. One of the impacts of the COVID-19 pandemic is the educational system in the world. Initially was done face-to-face, but now the learning process is done through online learning. Because the coronavirus is contagious, the government provides policies to implement online learning at home.

Almost all institutions in the world use online learning in doing their activities, such as schools from kindergarten to college. There are many ways to learn from

home using online learning. According to Mulenga and Jose (2020), "most institutions in the world are transitioning from traditional or face-to-face classes to online learning or learning from home without face-to-face." Indonesia has also been implementing online learning. On March 24, the Republic of Indonesia's Minister of Education and Culture published Circular No. 4 of 2020 on the implementation of the policy education in the emergency period of the spread of COVID-19. The circular explains that "the learning process is carried out at home through online learning to prevent the spread of the coronavirus."

Therefore, the Covid-19 pandemic requires educational institutions to innovate in the learning process. One of the innovations is distance learning or online learning. "Some schools try to do learning via the internet" (Puspitaningrum, 2020).

Suharwoto (2020) said that "Indonesia faces several challenges that need to address: The first challenge is technological inequality between schools in big cities and regions, the second challenge is limited teacher competence in the utilization of learning applications, the third challenge is limited resources for the use of educational technology, such as the internet and quotas, the fourth challenge is that teacher-student-parent relations in online learning are not yet integral."

Moreover, the use of information technology that applies suddenly makes teachers, students, and parents shocked. UNESCO (2020) "identified confusion and stress among teachers as being one of the adverse consequences of school closures due to the abruptness of such measures, uncertainty about their duration, and lack of familiarity with distance education". "The unpleasant work is related

to emotions associated with the depletion of the psychological "(Kim and Asbury, 2020). This may occur because "the long-term nature of the problem leads to exhaustion by creating less confidence in their ability to do their jobs and makes it more difficult to manage student behavior" (Buric and Kim, 2020).

Indonesia has implemented online learning and it is appropriate with Suharwoto (2020) said that "as the spearhead at the lowest level of an educational institution, principals were asked to quickly make decisions in response to a circular from the Minister of Education and Culture, which obliges schools to implement learning from home". All school principals are asked to quickly respond to a circular from the Minister of Education and Culture requiring schools to carry out learning from home. Educators are surprised because they have to change systems, syllabus, and learning processes quickly. Students face challenges because they are given numerous assignments while studying from home. The survey results from the Indonesian Child Protection Agency, or KPAI (2021), showed that "there were a number of obstacles for students when conducting distance learning. 77.8% of students feel that their biggest difficulty is the pile of assignments. " Meanwhile, parents of students feel stressed when accompanying the learning process by giving assignments. With all the changes, it requires Indonesia to be ready and continue to carry out online learning to inhibit the spread of coronavirus and so that learners continue to learn and fulfill their educational rights.

The previous research focused on teachers' experience in teaching English online during a COVID-19 pandemic (Herlandez and Orozco, 2022; Lee and Yin, 2021; Mercer, 2022). The result of the previous study shows that their struggles and efforts during the pandemic. They talked about how they built resilience during the pandemic. In the context of education, the sudden shift to online learning has caused confusion among teachers, students, and parents. However, teachers accept such changes as normal and new, and take the necessary steps to adapt to the changing context.

The researcher is interested in conducting this research because of problems that arise in implementing online learning, and teachers are required to implement online learning so that education continues, even if teachers do not have enough preparation. This study looks at how the teacher feels, the way the English teaches in teaching online, how the teacher responds to these conditions, and the teacher's experience in dealing with all existing problems from personal and professional aspects. The similarities between this research and the previous studies are: This study aims to look at the experience of teachers in teaching English online, focusing on the challenges that exist in teaching English online and how teachers overcome those challenges. Other similarities include using a qualitative approach. The difference between this study and previous research is that this study uses qualitative research with a case study approach, which rarely uses case studies. The respondents of this study were senior high school English teachers who live in districts where internet access is limited. This study was

carried out in a senior high school, whereas it is usually carried out in elementary schools, junior high schools, and universities.

1.2 Research Question

To achieve the purpose of this study, the problems of this research is formulated as follows: How did the English teachers' experiences in teaching English online during the COVID-19 pandemic?

1.3 The Objective of the Research

The objective of the research is to explore teachers' experiences in English online learning during the COVID-19 pandemic at one public senior high school at Muaro Jambi.

1.4 Limitation of the Research

In this research, the writer focuses on the EFL teachers' experience in online learning during the COVID-19 pandemic at one public senior high school at Muaro Jambi. The participants are the English teachers at one public senior high school at Muaro Jambi. The purpose of this study is to describe the experiences of teachers in teaching English online, both personal and professional.

1.5 Significance of the research

There are theoretical and practical benefits from this research as follows: the theoretical benefits of this research can be useful as a source of reference for

relevant research on English online learning, and this research is useful as input for increasing knowledge about English online learning in the COVID-19 pandemic at Senior High School.

The practical benefits of this research for teachers: The writer hopes that this research can be useful for teachers to give some input and reflection for English teachers about their experience in teaching English online during the COVID-19 pandemic, and for future researchers, this research can increase the knowledge and information about English online learning in the COVID-19 pandemic.

1.6 Definition of Key Terms

1. EFL teacher

   EFL teacher, or English as a Foreign Language teacher, is a teacher who teaches English subjects as a foreign language in a non-English speaking country or a person who has obtained a teaching qualification for the English language. EFL is the teaching of English to people whose first language is not English (Collins, 2022). This research interviews the EFL teachers at one public senior high school at Muaro Jambi.

2. Teachers experience

   The teacher's experience is an event that the teacher has experienced or felt in teaching. Oxford said that experience is practical for contact with and observation of facts or events. The teacher's experience here is the

teacher's point of view regarding the implementation of online learning during a pandemic, how the teacher feels when carrying out online learning and how the teacher overcomes difficulties when teaching English online learning.

3. Teaching Online

Teaching and learning online is learning that is supported by the use of digital tools or digital content. Online learning can be done anywhere and anytime without face-to-face interaction. Teaching and learning online is faculty-delivered instruction via the internet. Online instruction includes real-team (synchronous) and anytime-anywhere (asynchronous) learning interactions (Poe et. al.). According to Moore et al. (2011), "online learning is learning that utilizes the internet network with accessibility, flexibility, connectivity, and the ability to create various types of learning interactions." During the COVID-19 pandemic, we are learning at home to reduce the risk of spreading the coronavirus. Teaching online here is distance learning using the internet network without face-to-face, while the applications used by schools and support applications for online learning are Whatsapp, Zoom, Google, and soon.

4. Teacher Challenge

A teacher challenge is a thing or object that needs to be gotten over by the teacher. According to Oxford Dictionaries, "a challenge is a new or difficult task that tests someone's ability and skill." Merriam (2021) said that

"a challenge is an encouraging task or problem." So a teacher challenge is a task or something new that is difficult and tests a teacher's abilities. In this thesis, the challenges focus on the difficulties faced by English teachers during the online learning process.

5. Teachers' Strategies

"A strategy is the most basic tool for achieving predetermined goals" (Djamarah & Zain 2010). "Strategy is a specific way, method, or method of approaching a problem or task, modes of operation for achieving a particular end, planned designs to control and manipulate certain information" (Brown, 2007). Therefore, from the definition above, "teacher strategy" is skills or methods used by a teacher to make teaching and learning easier for students and teachers to achieve learning goals. The strategy used can also change, depending on the situations and conditions encountered.