

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, the formulation of research questions, the purpose of the study, the significance of the study, the scope and limitation of the study, the definition of key terms.

A. BACKGROUND OF THE RESEARCH

It's been 2 years since the Covid-19 pandemic has spread in Indonesia. Millions of people in Indonesia are infected with this virus, causing millions of victims to die. Taking into account the increasingly widespread Coronavirus, the government has implemented a physical distancing policy and recommended working from home to minimize the spread of the Covid-19 virus. The implementation of the physical distancing policy has had a social impact on the community, such as the income of the middle to lower economic class decreasing drastically. The impact of the Corona virus can also be seen from the loss of trust of others around for fear of being exposed to this deadly virus. In addition, this virus has a major impact on the world of education in Indonesia. With the policy to leave or move the learning process from school to study at home.

In Indonesia, the education system has changed from face to face to online due to the impact of the Covid-19 pandemic. The Ministry of Education and Culture states that schools or other fields of education implement a distance learning system / online, which is now commonly called School From Home (SFH). At the beginning of this policy, there were many schools that were not ready to implement online learning for their teachers or students. But now almost all schools in Indonesia have adequate systems and facilities to support online learning. This shift in learning methods forces various parties to follow this new policy so that learning can continue.

Teachers need to start learning online from home or school, therefore online teaching methods are needed. Online Teaching is an education system that uses electronic applications to support learning using computer networks,

internet and handphone. Salma (2013: 33) defines “online teaching as the delivery of learning programs, training, or education using digital guidelines which include computer systems or different digital gadgets in numerous approaches to offer training education or teaching materials”. And E-learning is a mode of education and learning that allows students to receive course materials via the Internet, or other network media. And according to Yadzi (2013: 146) “online teaching is any teaching and learning that makes use of digital networks to deliver learning content, interaction, or guidance”. There are also those who interpret e-learning as a form of distance education conducted via the internet media.

This is a challenge for all teachers in Indonesia, especially English preservice teachers who are still beginners in teaching English in the online internship program during the Covid-19 pandemic. As novice teachers, they must use media that are appropriate to the existing conditions so that learning can run smoothly. In the use of media, especially in online classes, sufficient knowledge of technology is needed to meet teaching needs. The use of the internet and applications that support the online learning process are very much needed during this pandemic. Currently, many educational institutions use internet media in learning activities called E-Learning. According to Prasetyaningtyas (2020:87) “Online teaching is normally known as e-learning, derived from the phrases digital and learning which means teaching using digital gadget”. E-learning as the delivery of learning, training programs for education using means of electronics such as computers or other electronic devices such as mobile phones to provide training or education. It means online teaching or e-Learning is teaching with used computer or electronic equipment, they are used e-learning to teaching, training program for education using digital gadget like a computer or mobile phone.

Internship program is a program that must be taken by students in Faculty of Education. Internship program is a program that has also been needed for students of English Education Department. Koksai and Genc (2019) stated that teaching practicum has been required in all teacher training programs in order to help students apply their theories and methods to the real classes. It is

obligatory for students of Faculty of Education to join the program, because they have to improve their teaching skills before becoming a successful teacher. Before they are going to the teaching practicum program, the students need to pass a micro teaching class. Therefore, they have to practice and show how they will teach in the real class. Through this experience, preservice teachers will find that to improve their teaching methods, they need to be taught in a very different way than microteaching.

There are several problems that arise when online learning is carried out during the pandemic. According to Atmojo & Nugroho (2020) stated “there are three challenges that teachers often face when doing online learning. The first is the low experience and ability of teachers in teaching using online learning models during the pandemic. The second challenge is the problem of communication and interaction between teachers and students. The third challenge is student participation in online learning. The causative factors include an unstable internet network, no internet quota, no smartphone and difficulties in operating applications and platforms used during online classes”.

The teacher must have a strategy for implementing online learning. According to Sutarto et.al, (2020:133), there is some strategy in conducting online learning as follows: “ First teacher strategies in online learning to foster interest in learning, second providing understanding and attention to students in any situation that they must keep learning, third preparing brief, clear, easy to understand, and interesting learning material, fourth choosing a simple and attractive learning media, fifth conducting regular and continuous evaluation”.

There are previous studies that have conducted research about the preservice teacher problems and strategies in teaching English. The first was conducted by Eka Fajar Rahmani (2021), entitled “TEACHING PRACTICE DURING THE PANDEMIC OUTBREAK: PERCEPTIONS OF PRE-SERVICE ENGLISH TEACHERS”. This study was aimed to discover preservice teachers' perceptions regarding their teaching practice experience during the pandemic. This research showed that online teaching practice programs have provided various experiences, with perceptions of "satisfying"

and "unsatisfying". In detail, more than 50% of participants agreed that despite the challenging situations they faced during the practice, they found the online teaching practice program beneficial, especially in providing broad teaching insights and experience. Therefore, despite the limitations of its implementation, teaching practice programs tend to instill positive attitudes and teaching mindset toward teaching preservice teachers.

The second previous research was conducted by Nadia Safira (2020), entitled "PRE-SERVICE TEACHERS' TEACHING ANXIETY DURING ONLINE TEACHING PRACTICUM". This study was aimed to investigate sources of teaching anxiety as experienced by preservice teachers during their online teaching practice and what kind of strategies that they use to cope with their anxiety. The result of this research showed that preservice students were anxious due to the classroom management, fear of making mistakes, lack of teaching experience, unmet expectations, communication with field supervisor teachers and good relationship with students. Preservice teacher had their own strategies to cope with the anxiety. It found that modification of course content and also high self – motivation are needed during teaching online. It is implied that preservice teacher training should be enhanced to assist preservice teachers in preparing themselves to feel confident adapting lesson plans for students with a variety of needs, including those experiencing technical difficulties while engaging in online learning.

The third previous research was conducted by Refki Rahmad (2021), entitled "STUDENT TEACHERS' STRATEGIES IN TEACHING ENGLISH ONLINE DURING COVID-19 PANDEMIC". This study was aimed to describe the strategies used by student teachers in teaching English online during the pandemic. The result of this research showed that there are 7 strategies used by student teachers during online teaching. These strategies include: 1) Providing an explanation of the subject matter with various online tools. 2) Asking students' understanding of the material that has been taught. 3) Provide an explanation of how to use learning technology to students. 4) Reminding English lesson schedule and online learning tools. 5) Stimulate

students' curiosity about the material to be studied. 6) Give assignments using online applications. 7) Provide clarity of deadlines in collecting assignments.

The fourth previous research was conducted by Farzaana Abdul Kadir & Azlina Abdul Aziz (2021), entitled “Teaching Practicum during Covid-19 Pandemic: A Review of the Challenges and Opportunities of Pre-service Teachers”. This study was aimed to reviews the challenges and opportunities of teaching practicum of pre-service teachers during the Covid-19 pandemic era. The result of this research reveals some implications for the teacher education programme with regards to teaching practicum.

The last previous research was conducted by Nurjannah and Sri Lestari (2021), entitled “The Teaching Practicum Experience of Pre-service English Language Teachers through Synchronous Learning”. This study was aimed to reviews teaching practicum experience of pre-service English language teachers through Synchronous Learning. The result of this research showed various experiences of teaching English in synchronous online classes, including the experience of using the digital platform, the experience with the students, the experience of teaching English lessons, and the experience working with the cooperating teacher.

Based on previous research, it was known that the research focuses on preservice teachers in online internship programs. However, there is still limited research conducted about preservice teachers in online internship programs. From the fact above, the researcher is interested in conducting research about preservice teachers' problems in the online internship programs during pandemic. The results of the research would be written in a thesis entitled “**The Problems Faced by English Preservice Teachers of State Islamic University Sayyid Ali Rahmatullah of Tulungagung within Online Internship Teaching Program**”.

B. FOCUS OF THE RESEARCH

This research focuses on investigating the problems faced by the English preservice teachers of Sayyid Ali Rahmatullah State Islamic University of Tulungagung within online internship teaching program. The formulation of the problem in this research is:

1. What are the problems faced by the English preservice teachers of Sayyid Ali Rahmatullah State Islamic University of Tulungagung within online internship teaching program?
2. How do the English preservice teachers of Sayyid Ali Rahmatullah State Islamic University of Tulungagung to solve the problems within online internship teaching program?

C. OBJECTIVES OF THE RESEARCH

This research aimed to discover and describe the problems faced by English preservice teachers of Sayyid Ali Rahmatullah State Islamic University of Tulungagung within online internship teaching program and how the English pr-service teachers of Sayyid Ali Rahmatullah State Islamic University of Tulungagung solve the problems within online internship teaching program.

D. SIGNIFICANCE OF THE RESEARCH

This research will be contributed to:

1. Students or English Learners

Through reading this research, students will understand the problems that English preservice teachers went through in teaching English in the online internship program. The researcher hopes that this research will motivate students to learn with the limited interaction between students and teachers.

2. English Teachers

Through reading this research, teachers and English preservice teachers will understand the problems experienced by English preservice teachers in teaching English in the online internship program. By knowing

this, it is hoped that teachers can learn from this problem then can create or apply interesting media, effective strategies and methods in teaching English to avoid problems that arise in learning English. And English teachers can better support the preservice teachers, and build a better relation with the preservice teachers. For English preservice teachers can be useful as information in preparing things needed to face future internship programs.

3. The Next Researchers

Through reading this research, the next researcher can use this research to one of the references to conduct another research on the topic of teachers' problems and strategies.

E. SCOPE AND LIMITATION OF THE RESEARCH

In the case of the subject, the researcher only focuses on college and alumni students of the English department in Sayyid Ali Rahmatullah State Islamic University Tulungagung. The researcher conducted the research with college students of the English department who have conducted online internship programs during Covid-19.

There are a lot of components related to this topic, but the researcher focuses on preservice teachers' problems proposed by Atmojo & Nugroho (2020) stated "there are two challenges that teachers often face when doing online learning. The first is the low experience and ability of teachers in teaching using online learning models during the pandemic. The second challenge is the problem of communication and interaction between teachers and students". Then next theory that is according to Ganal and Andaya (2016), "problems and difficulties encountered by preservice teachers include: teachers preparation problem, class management problems, and emotional Problems".

F. DEFINITION OF KEY TERM

1. Teaching Problems

Teaching problem is challenges faced by teachers to achieve learning goals. The components problems referred to include learning objectives, teachers, lesson planning, instructional media, learning approaches and learning evaluation.

2. Preservice Teacher

The preservice teacher is students of state Islamic university of Tulungagung who have conducted teaching practice in internship program.

3. Internship Program

The internship program is included as part of the education process at the bachelor's level of education withinside the actual state in the field to reap competencies that have been absolutely defined.