

CHAPTER I

INTRODUCTION

This chapter includes introduction that present the purpose for doing this research through the study's background. Some research question also mentioned in this chapter. Furthermore, the researcher write the objective and the significant of study, aiming to give the reader a better understanding of the research's objective and benefits. The scope and limitation defines the mind focus of this research and the definition of the key terms is presented to avoid misunderstanding.

A. Background of Study

Corona virus disease or so called COVID-19 has spread all around the world. A research conducted by Mehta (2020) resulted a data present that mortality rate of COVID-19 is around 3%-7% of the average world death. The unstable world condition due the spread COVID-19 (coronavirus) has a great impact to the all aspect of life, including the world of education. Education sector is one of the lines taking part in social distancing to stop COVID-19 from spreading. The social distancing rules is due to reduced the transmission of the virus through direct contact of each other or droplets from talking, sneezing, coughing, laughing, tears to the mouth, nose, eyes, of the other human. Therefore, in an effort to contain the spread of the COVID-19 (coronavirus) pandemic, most governments throughout the world have temporarily closed educational institutions. as practiced by the Chinese government (Wang Et Al, 2020). Based On Surat Edaran Kemendikbud No.4 Tahun 2020 About Pelaksanaan Pendidikan Dalam Masadururat Penyebaran

COVID-19 (coronavirus disease), Indonesia's government as the part of nationwide has also closed all the educational institutions. Indonesia closed all the educational institutions in early March. According to UNICEF agenda for action to address socio-economic challenges (COVID-19 and Children in Indonesia), the consequence of this decision is learners ranging from early childhood education (PAUD) to post-graduated students (nearly 60 million students) out of school.

According to the report UIS. Stat (2020), due to the COVID-19 has made school closures to prevent the spread of the virus affecting learners worldwide. Over 180 countries have closed down their school institutions and affecting 87.4% of learners (almost 1.5 billion students) by the end of March. The UNESCO reports estimate that the COVID-19 pandemic will adversely impact over 290 million students across 22 countries over the world.

Therefore Indonesian Government has come up with online learning program known as Pembelajaran Jarak Jauh (PJJ). Learning experiences in synchronous or asynchronous context using various technologies and instruments (e.g. mobile phone, laptop, tablet) are preferred to as online learning. Students can learn from anywhere with the internet access and communicate with teacher as well as share their view with their peers. Online learning that appears to be digital education that has been brought about by technology could be a good solution since students still get their education and social distancing programs to prevent the spread of COVID-19 still take place. This new learning method is really interesting and

enjoyable. It also give a great opportunity to vail a high quality like digital learning with the help of internet connectivity. Online learningalso make students could enjoy their classes more enjoyable since they could leran on their comfort zone and can be done anywhere.

Although online learning is a good solution, do it's sudden application there are a lot of problem that faceb both by teachers and students. In general, there are at least five issues that must be addressed before related education implementers can take bold action. First, not all institutions are prepared to engage in bold learning, both in terms of human resources and facilities and infrastructure. Second, not all students have good internet access in their respective areas, which causes learning to be less than optimal. Third, some people are more concerned with family economic issues than with their children's educational needs. This occurs in some people whose incomes are decreasing as a result of the virus's impact. Fourth, students' enthusiasm for learning is dwindling. Fifth, students are more tired in online learning activities than in offline learning activities.

E-learning can be implemented in the form of a system synchronous and asynchronous, or a combination of the two according to Surjono (2009). For the example, E-learning asynchronous frequently found on the internet, both simple and integrated via portals E-learning. While in, E-learning synchronous teachers and students must work together in front of the computer because the learning process is done independently. Live either via video or audio conferencing. Furthermore,

the term known as blended education is a learning that combines all types of learning, such as on line, live in addition to face-to-face (conventional)

Based on pre-research observations at SMK Sore Tulungagung, it has implemented blended learning since all teachers, school staff and students have taken the Covid-19 vaccine. The term "blended learning" refers to a method that combines the benefits of both face to face and online learning. This learning activity is carried out alternately by students. The division of students based on the order of the number of presences. For students with presences numbers 1-20 will be group one, while students with presences numbers 21-40 will be group 2. Where if group one carries out face-to-face (offline) learning then group 2 will carry out online learning and vice versa. Every week, each group will take turns conducting face-to-face (offline) and online learning. Asynchronous learning approaches are now used in the introduction of online learning in schools. Asynchronous learning is a broad phrase that refers to educational, instructional, and learning activities that do not take place at the same time or in the same place. Asynchronous online learning is described in a variety of ways due to various components, its nature, and capabilities that are prevalent in particular aspects. A frequent definition of asynchronous e-learning, on the other hand, focuses on its components and describes it as "an engaged learning community that is not bound by time, place, or the limits of a classroom" (Mayadas, 1997). In the classroom, the

teacher. In practice, the teacher uses a variety of learning applications such as whatsapp, google classroom, telegram, and youtube.

In the learning activities at SMK Sore Tulungagung, it is seen that the teacher only does learning asynchronously using google classroom and whatsapp group. From the teacher's teaching schedule, it can be seen that the lesson hours, especially English lessons for vocational students, are shorter than those for high school students. Their learning hours are only about 25 minutes for one meeting. This is because vocational schools like this focus more on the subject matter and practice in the field. Because of this, some teachers find it a little difficult to divide the hours of learning especially using online learning so that it can run effectively and the material can still be delivered optimally. For teachers, vocational high school students cannot be equated with high school students where if they are left to study on their own online like now, they will not get an understanding of learning.

According to Sumarno's research, titled "Adaptasi Sekolah Dalam Mengimplementasikan Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19," reveals that the first adaptation steps taken by SMP Muhammadiyah Karanggeneng are to make changes in management education with an online learning system, and the second is to maximize the role of the principal, vice principal curriculum, and teachers. Third, there is constant communication with the guardian students, and the application WhatsApp is used as a means of communication in learning activities.

Oktafia Ika Handarini (2020) did a reserach tittled “Pembelajaran Daring Sebagai Upaya Study From Home(SFH)” concluded that online learning is one solution that can be used in the context of social distancing to prevent the rate development of covid 19. Second, study from home (study from home) is a result of the covid 19 outbreak, which has resulted in learning that is normally done face-to-face now being implemented online from their respective homes. Third, adequate infrastructure in the form of a smartphone computer laptop supported by an internet network is required for the implementation of online activities; however, in practice, some students do not have a computer or laptop, but the majority of them have a smartphone. Fourth, online learning activities increase students' independence because they are more student-centered, allowing them to be more daring in expressing their opinions and ideas.

Based on the description above, researcher are interested in examining how English teachers implementing online learning and what activities they engange to stimulate students in learning, the title taken by the researcher is "THE IMPLEMENTATION OF ONLINE LEARNING USED BY ENGLISH TECHERS AT SMK SORE TULUNGAGUNG"

B. Research Question

Based on the background study that stated above, researcher has comeup with 2 research questions as follow:

1. How are the procedures to implement online learning?
2. What are the activities to stimulate students in the implementation of online learning?

C. Objectives of The Study

1. To describe the English teachers procedures in implementing online learning.
2. To discover the activities to stimulate the students in the implementation of online learning.

D. Significant of Study

The result of this study is expected to be useful both practically and theoretical. The benefits of this study are:

1. Theoretical Benefits

The results of this research are expected to add insight into how teachers implement online learning and how to stimulate student being active in the implementation of online learning.

2. Practical Benefits

a. For Students

It is hoped that online learning is carried out well so that learning objectives are achieved by students.

b. For Teachers

This research is useful for teachers to know more about how to implement online learning and how to stimulate students in the implementation of online learning.

c. For Further Researchers

From this research, the further researches could use some of the findings as a starting point for their further research.

This research is also expected to be continued by other researchers in areas that not covered in this study.

E. Scope and Limitation

This study is conducted at SMK Sore Tulungagung, the subject of this research are English teachers of grade X of SMK Sore Tulungagung. This research is limited to the how teacher implementing online learning and what kind of activities teachers used to stimulate student in the implementation of online learning.

F. Definition of Keyterms

1. Online learning

According to Waryanto (2006:12), online learning is a sort of learning that makes use of the internet network for delivery, interaction, and facilities, as well as a range of other services. Learning management is a learning process consisting of from planning, implementation to learning evaluation including evaluation program in order to achieve the educational goals that have been set.

2. Learning management

Learning management is a learning process consisting of from planning, implementation to learning evaluation including evaluation program in order to achieve the educational goals that have been set.

3. COVID-19

Corona virus are type of virus that attacks both animals and humans, according to the World Organization that has similiarity with MERS virus.