CHAPTER I

INTRODUCTION

This study investigates teachers' perceptions and their teaching practices on implementing online teaching learning at senior high school, which was implemented during covid 19. This section provides the background of the study, which indicates the gap in the research. Next are the research questions and objectives, followed by the significance of this study. This section ends with a description of the definition of key terms used in this study.

A. Background of the Study

Online mode, as the product of globalization, impacts many changes in all areas of life, especially in the area of education. The Innovative Institute confirms that 45.000 students took an online course in the year 2000, while in 2011, there were 3 million (McLester, 2011). Recently, with the emergence of Covid 19 (WHO, 2021), which is sweeping around the world, especially in Indonesia, even though school has to close to minimize physical contact, the government obligates teacher should conduct and survive the learning process. In case, online learning is the only choice to ensure the instructional process is always running in progress (Fitria, 2020). This phenomenon indicates that the online mode has grown rapidly and beneficially and, of course, emerges many perspectives from the scientist, practicionaire, researcher, teachers, and many elements.

Allen, Seaman, Leaderman, and Jachik (2012), with the Babson Research Group, examined the perspectives of faculty and administrators at the post-secondary level and their opinions of online learning. For example, 80% of administrators have more excitement than fear regarding online education, compared to only 42% of faculty. Allen further stated that

82% of administrators agreed or strongly agreed that online education can be as effective as a traditional face-to-face approach, compared to 38% of faculty members who felt that way (Allen et al., 2012). However, when advising students, 60% of the surveyed faculty said they would recommend that their students take an online course (Allen et al., 2012). This type of data illustrates the perspectives of those at the post-secondary level of faculty members and administrators.

Online learning is judged to have a more positive impact on the language learning process than face-to-face meetings because the era invites learners to move with digital technology (Nguyen, 2017; Retno &Yanti, 2020). By investigating teachers' and students' perspectives on online learning, Nambiar (2020) proposed that online learning made students and teachers enthusiastic and comfortable joining classroom instruction. She stated that in the digital era, the source of learning or learning materials was widely spread on the internet. By connecting to the internet, learners might learn every time and everywhere. Teachers should master the flexibility of online learning to succeed in the implementation of online learning. Rifa'ie (2020) conveyed that content flexibility during online learning is determined by providing learning content in new and innovative ways using a combination of media and delivery modes that include interactive videos, comics, selfies, animations, scientific posters, Instagram, Twitter, Facebook, TikTok, and YouTube.

On another side, online learning brings many difficulties and problems for teachers and students. During online mode, many teachers only give a task with minimum or no explanation of the materials. This condition has been studied by Yuzulia (2021). By observing the students facing online learning during the pandemic, she found that students face several difficulties in online learning, such as poor internet connection, reduced motivation, difficulty concentrating during online learning and becoming more stressed due to the many assignments given by the teacher. Hamed (2020) emphasizes that online

learning does not mean teachers only instructing the students to learn independently and giving assignments without minimum assistance.

The phenomena of online learning in all process of instruction becomes the challenges for the teacher to be presented in the implementation of a teacher education program that is suitable for the learners in the teaching-learning process (TLP), for purpose as a solution to the challenges in the education system in the digital era (McLester, 2011). Today, online learning has become the most important aspect of teaching and learning due to the spreading of Covid 19 pandemic, which requires all educational activities should be done from home (Adnan & Anwar, 2020); needless to say, Work from Home (WFH) (Mustajab et al., 2020).

Online learning emphasizes internet-based courses offered synchronously and asynchronously. Synchronous learning is a form of learning with direct interactions between students and teachers while simultaneously using an online form such as conferences and online chat. However, asynchronous learning is a form of learning indirectly (not the same); some subject matter is designed and displayed on moodle or email system, blogs, online discussions, Wikipedia, videos, articles, and other platforms (Ko & Nosen, 2017; og Bonna et al., 2019; papachristus et al.; 2020; turn & Sturn & Quaynor, 2020) students have access to the teachers synchronously, asynchronously or both (Hunter & ST Pier, 2016; Inove, 2007; Ohlin, 2019; Richardson et al., 2020) time using an independent learning approach.

The massive online learning program implemented in all schools caused by the spreading of Covid-19 in today's era remains challenging. According to Zhong (2020), some factors like insufficient access, the availability of the internet, the lack of technology, students' capacity to participate in digital learning, and lack of proper interaction with instructors became the major effects in the implementation of online learning. A study by Nambiar (2020) showed that students perceived online classes to lack quality. Things like

disturbance within the flow of classes, problems in clarifying doubts, lack of interest, technical issues, and lack of motivation to attend the classes were some prominent factors reducing the effectiveness of online classes.

In their study, Yang & Cornelius (2004) found that students were dissatisfied with their courses when instructors were unavailable to provide technical support. The research also reported the students' dissatisfaction once they had limited technical skills (Zhang & Perris, 2004). Another finding from the present survey, which is found to be according to previous research (O'Malley & McCraw, 1999), was that students who enroll in online classes initially feel that they cannot learn as much in online courses as they used to in face-to-face courses.

The previous study of the research mentioned (O'Malley & McCraw, 1999; Zhang & Perris, 2004; Yang & Cornelius, 2004; Zhong, 2020; Nambiar, 2020) only focuses on the problem of online learning, while the teacher voices toward implementation of online learning is another important side that needs to be studied. Hence, this research explores not only the problem of online learning but also the teacher's perception of online learning and how online learning is implemented in the classroom during this pandemic, Covid 19.

B. Research Questions

In line with the background of the study, the research problems are formulated as follows:

1. How do the teachers accomplish their online learning during the spread of covid-19 which online learning to be inevitable choice at SMAN 1 Pakel Tulungagung?

2. What are the challenges faced by the teacher in implementing online learning at SMAN 1 Pakel Tulungagung?

C. Purpose of the Study

Based on the formulation of research questions, the objective of the study is to:

1. Investigate the implementation of online learning which is a must for all the education system during covid 19 at SMAN 1 Pakel Tulungagung.

2. Express the problems found by the teacher in implementing online learning at SMAN 1 Pakel Tulungagung.

D. Significance of the Study

This research is significant both in theory and practice. This study provides further insight into how teachers teach English via online mode. By exploring teacher perception toward the implementation of online learning, it is hoped that it contributes to the quality of education, especially in the theory of English teaching and learning. In practice, this research can also provide a better understanding of teaching English via online mode especially online learning during pandemic which requires the students learn from home. In addition, this study discusses teacher perception of online learning which triggers the students to be independent. Hence this study is also beneficial both teacher and students to be a model of implementing independent learning. For the teacher, this study provides insight how online learning support and manifest independent learning while for the students, this could be a model how they perceive independent learning.

E. Definition of the key terms

To avoid misunderstanding of the concept used in this some definitions of the term used in this research are provided below.

1. Teaching Practice

   Teaching practices mean that the teacher provides a range of ways in which to engage students from all number of backgrounds to gain knowledge, perfect skills and apply that knowledge and skills to successfully undertake employment within industry and our community.Online teaching and learning

2. Online teaching and learning refer to education that takes place over internet. A significant number of colleges in the US and abroad are moving from traditional face to face classes into fully online, web-based courses. Online education, often called distance education which is currently the latest, most popular form of distance education.

3. Synchronous Learning

   Synchronous learning refers to online or distance learning that takes place in real time. This means that students and teachers connect at precise times and in specific virtual locations through specialized online media. In other words, it isn't now, nor is it ever. In synchronized learning, students usually complete the learning path together, accompanied by a teacher who can provide support when the students complete tasks and activities.

4. Asynchronous Learning

   Asynchronous learning is online education that does not happen directly and it is not interactive. It means that the students have no interaction with teachers, classmates, and can not talk to each other through an online medium. Asynchronous learning does not occur in the same place or at the same time. They allow students to progress at their chosen pace, independently of one another, and are perfect for motivated and discipline students.