CHAPTER 1
INTRODUCTION

1.1 Background of the Study

Online remote teaching in classrooms has posed significant challenges for English teachers, particularly in Indonesia, as they adapt to the digital element in the twenty-first century. This transition shifted learning process from conventional learning to adapting online learning may alter the traditional education system for English teachers (Ferri et al., 2020). In the online environment, English teachers need to adapt new strategies to create engaging and accessible learning (Andriani, 2022). Remote teaching tools have been employed, such as Learning Management Systems (LMS) such as Google Classroom and the WhatsApp application. These tools facilitate temporary and rapid shifts in educational delivery, requiring teachers to adapt their teaching methods regardless of their school's location. Therefore, English teachers should be able to develop their creativity through technology to meet students' learning needs and survive in the current era.

While online language learning is not a new phenomenon, rapid developments in communication technology have increased the demand for online language learning involving learner connections, asynchronously, synchronously and autonomous learning. The online context of English language teaching has driven the need for new teaching approaches and different teaching skills from those used in face-to-face language course teaching (Hampel & Stickler, 2005). These teaching skills are essential for teaching online language courses 'where the subject matter is communication, particularly at lower levels where there is a 'need to focus on forms of interaction as well as content' (Hampel & Stickler, 2005). Andrade (2015) stated that a key component of quality in an online English course is the skills of English teacher in facilitating learning. Based on this fact, technology facilities are needed to assist online English tasks. For doing such tasks, learners should be familiar with using computers and internet. Besides, they should be able to interact with these techniques. In addition, English teachers have access to technology to support online English language teaching.

Teaching online English has its own way of getting students involved especially in senior high school. The shift to remote education has created a significant learning curve for everyone in the educational field, as they are forced to quickly adapt to new technologies. Another similar perspective in this research knows how two English teachers teach online English language, especially in senior high schools. These schools were chosen for this research because they are schools that implement distance teaching using LMS such as Google Classroom and the WhatsApp application for online English teaching. Delivery of material online can be interactive so that learning students are able to interact with computers or mobile phones as a learning media. Therefore, an English teacher should be able to teach online English and optimize the teaching-learning process.

Previous studies have focused on online English language teaching to facilitate students to learn English beyond face-to-face interaction that mostly occurs in higher education. Andrews (2007) examined lessons conducted in real time via a video conferencing platform. He reported that a key sociological variable in English is teacher presence. Likewise, Anderson and Rivera-Vargas (2020) also consider being important because they say it is successful in enabling interaction and communication between teachers and their students. Then, Brown (2020) conducted research on the use of Information and Communications Technology (ICT) in online English teaching. He found that the teacher use digital tools in their teaching in order to give students the opportunity to gain knowledge and to become digitally competent. By knowing how English teachers teaches online English language, this research has a little attention focusing on how EFL teachers teach online English language in secondary school level (senior high school), particularly in the Indonesia setting. Hence, the present study aims at deciphering how two Indonesian EFL teachers teach online English language in senior high school.

1.2 Formulation of the Problem

The formulation of the problem in this research is "How does Indonesian EFL teacher teach online English language in a senior high school?"

1.3 Operational Definitions

To avoid misunderstanding about the terms set out in this study, the researcher provides three definitions related to this study as follows;

1.3.1	Online English Language Teaching Practices	:	Online English language teaching practices is an English language learning process that is delivered completely online between teachers and students. It employs pedagogical strategies for instruction, student engagement, and assessment that are specific to learning in a virtual environment such as Google Glassroom, Scientia LMS, and WhatsApp.
1.3.2	Senior High School		Senior high school is a secondary school that students attend in the three highest grades before college.
1.3.3	Indonesian EFL Teacher	:	Indonesian EFL teacher is a person who has obtains a teaching qualification for the English language in a teacher education institution and by decree officially appointed to teach English as a foreign language in accordance with teaching certificate.

1.4 Aim of the Study

This research aims at deciphering how two Indonesian EFL teachers teach online English language in senior high school.

1.5 Significance of the Study

This research is expected to generate beneficial results in three ways, which are;

1.5.1	Theoretical Contributions	:	This study will also enrich the existing theories about Indonesian EFL teacher in teaching online English by utilizing technology and support the development of all language skills (for example, listening, writing, reading, speaking, grammar and vocabulary).
1.5.2	Empirical Contributions	:	This study will develop an empirical understanding on how two Indonesian EFL teacher teach online English language in senior high school.
1.5.3	Practical Contributions	:	This study will provide useful information for teachers and students, especially to apply new technologies to assist English language teaching practices.