

CHAPTER I

INTRODUCTION

1.1 Background

Since March 2020, COVID-19 pandemic has spread quickly throughout the world which is having some effects on human life, especially in the education context. According to Adedoyin and Soykan, (2020) “this pandemic has forced global physical closure of businesses, sports activities, and schools by pushing all institutions to migrate to online platforms” (p.1). Thus, the environment of children's education has been significantly changed after schools in Indonesia were closed in March to prevent the spread of COVID-19, which influenced over 60 million students, their teachers, and families (UNICEF, 2020). Then, due to the growing spread of COVID-19 and the protection of the health of students, teachers, and all educational personnel, the Minister of Education and Culture of the Republic of Indonesia ordered all education units to run online learning from March 24, 2020 (Ministry of Education and Culture, 2020). For this reason, the policy has made all students and teachers carry out online learning, which is a new challenge for teachers and also students themselves.

In this pandemic situation, the Indonesian teachers switch their face-to-face learning situation into an online learning situation quickly, including in junior high school context. They must change their instructional media and method. Therefore, for this reason, the rapid change can cause difficulties to teachers in conducting online learning. It is in line with Rashid and Yadav (2020):

Relying on and adapting to eLearning during a pandemic may cause a shift in adopting more online elements in the teaching by the educators. This, however, has many practical problems and limitations, in terms of availability of digital technologies for education (p.2).

The researcher had an experience in teaching English using online learning. From October to November 2020, the researcher carried out pre-service teaching program. During the program, the researcher taught English through Whatsapp application. Because of that, the researcher faced difficulties in determining the method and technique to convey the material. It was because the researcher only used chat to transfer the material. Thus, many students could not be able to get or understand the material easily. Moreover, not all students did the tasks and it was because some students did not have smartphones. Then the researcher asked some English teachers about online learning. The result showed that they also faced the same challenges. Also, teachers faced challenges in checking originality of student assignment, grading student assignment issue and student distraction of other online content. Thus, the aim of teaching and learning process could not be achieved well. It is in line with Nugroho, Ilmiani and Rekha (2021) and Yamagata, (2020) which argued the teachers faced challenges in online learning such as use of technology, designing materials and assessing students' work online. Also, teachers found challenges in adapting materials that were easy to learn in an online learning environment, since some teachers still used low-tech applications due to the lack of resources that their students suffer (Atmojo & Nugroho, 2020). Then, the challenges faced by teachers during online teaching learning process, such as network problems, lack of preparation, lack of knowledge, lack of motivation, lack of participation, lack of personal communication and lack of interaction (Arora & Srinivasan, 2020). Therefore, teachers' challenges in online learning in the Covid-19 pandemic became essential to be examined to know teachers' challenges in-depth so that the best solution could be proposed to overcome these challenges.

Nowadays, the online language learning in COVID-19 pandemic has been extensively investigated by some studies. Owusu-Fordjour, Koomson and Hamson., (2020) investigated that majority students in Ghana did not have adequate internet access which caused the postponement of the online learning activity. In their research, they argued that online learning was very effective but the accessibility issues which need technological devices such as smartphone or computer and internet to access online learning (Owusu-Fordjour, Koomson and

Hamson., 2020). In addition, Khatoony and Nezhadmehr, (2020) implies that Iranian EFL teachers had challenges in online learning such as students' lack of awareness of the material sent by the teacher. Moreover, challenges occurred in the online learning process itself. Thus, the students became less attentive to online learning, ineffective learning platforms, poor internet access, and unreliable devices (Yusuf, 2020).

Dealing with these problems, the researcher found a gap, which is no enlightenment about how to overcome the challenges that exist in online learning from English subjects. To meet this gap, the study was conducted. More specifically, this study aims at investigating the challenges in English online language learning and how to overcome challenges in an Indonesian junior high school.

1.2 Formulation of the Problems

In this research, there are two questions discussed in this study:

1.2.1 What are teachers' challenges with online English learning during Covid-19 pandemic?

1.2.2 How English teachers overcome their challenges in online learning during a pandemic?

1.3 Operational Definitions

To avoid misunderstanding about the terms set out in this study, the researcher provides some definitions related to this study, as follow:

1.3.1 Online Language Learning Situation where the learner is at a distance from the tutor or instructor, that the learner

uses some form of technology to access language learning materials.

1.3.2 Teacher Challenges in Online Learning and Potential Solution

Challenges that are presented when teachers provide instruction in online learning classes and how to overcome those challenges.

1.3.3 EFL Context

English as Foreign Language Context is a circumstance where English is not official language of the country.

1.4 Aims of the Research

The study aims to investigate the teachers' challenges on the online English learning during Covid-19 pandemic and how to overcome those challenges.

1.5 Significances of Research

1.5.1 Theoretical use: This study supports the theories about teacher challenges and solutions in online learning during pandemic situations.

1.5.2 Practical use: This study contributes to the teacher to solve teaching challenges against online learning during the pandemic situation.

1.5.3 Empirical use: This study is beneficial to providing information for next researcher about teachers challenges and solution in online learning during pandemic situations.