CHAPTER I

INTRODUCTION

A. Background of the Study

In the beginning of 2020 until the beginning of 2022, there was a global health crisis because of COVID-19. COVID-19 has forced many countries to change their policy in many aspects, especially in education. To avoid the spread of the virus, the government set the educational system that the teaching-learning process should be done in an online classroom using some online platforms. Indonesia as one of the affected countries changed the teaching-learning situation into online teaching-learning using some online platforms. It caused educational practitioners, especially teachers, to make new considerations and strategies based on their beliefs that may change because of the phenomenon.

Gilakjani and Sabouri (2017) define beliefs as judgments and evaluations that we make about ourselves, others, and the world around us. Beliefs are formed based on experience about something and act as guidance for doing something. Beliefs also exist in teaching and learning contexts. In English teaching, beliefs are very useful to assist English teachers in understanding, managing, and reflecting on their teaching. In this case, the judgments and evaluations are made by the teachers toward the situation of the world around them, which is online teaching due to the COVID-19 outbreak.

According to Arriany (2020:119), online teaching or known as electronic learning, or e-learning is teaching that is delivered using electronics such as computers. It needs internet connection support. Online teachers need to prepare all things well to make the process of teaching and learning run smoothly, including deciding what technologies and tools (online platforms). Some online platforms are designed for social media, like Facebook, WhatsApp, Line, Telegram, Zoom, and some others are specifically designed for educational purposes, like Google Classroom.

This online teaching-learning process is also applied in one Vocational High School (SMK) in Bandung District. It happened because Bandung district had a higher number of COVID-19 cases than the other regions in West Java, Indonesia. In the teaching-learning process during the pandemic era, the teachers provided a brief explanation about the material through WhatsApp voice notes or Zoom, and then the students will be given some tasks related to the material through the WhatsApp group chat that has been created by teachers for each class. Aside from its teaching-learning process, this school is well known for its academic achievements and it has qualified teachers. The students are also mostly literate in English than the other students in other schools. This made the researcher interested to know what beliefs the English teachers hold related to their online teaching there.

Several research studies have been conducted related to Teachers' Beliefs and English online teaching. For example, a study conducted by Muliyah &

Aminatun in 2020 entitled Teaching English for Specific Purposes: Teachers' Beliefs and Practices found that English teachers in different Vocational High Schools believed that teaching English to Vocational High School students should be done with more practice not only theory since English skills are useful for their students to help their future job in this Globalization era. They also believed that there is a textbook that can help them to deliver the material. From their point of view of the students, the students are not too motivated when learning English so they believe they should facilitate the students to do variable activities such as roleplay or any psychomotor activity. Meanwhile, the study was conducted when the teaching-learning is still in normal or offline situations. After the COVID-19 outbreak, there was a next study related to online teaching-learning during COVID-19 conducted by Fathira, Syarif, &Hadijah (2022) entitled Teachers' Belief in Online Learning during Pandemic COVID-19: Learner's need. Meanwhile, that study only focuses on learners' needs.

Based on the previous study and the phenomenon, the researcher is interested to conduct research to investigate English teachers' beliefs about online English teaching in one Vocational High School in Bandung district, West Java, Indonesia. This study has similarities with the previous studies because it discussed teachers' belief in teaching English in Vocational High Schools and online teaching, meanwhile, teachers' belief in online English teaching in Vocational High Schools with many aspects other than the needs of learners have not been studied. Thus, the previous studies happened in different provinces, so

this study may find some differences depending on the area. This study can be a reference for teachers to face the pandemic situation by conducting online teaching, if this kind of situation happens in the future.

B. Formulation of the Problem

The research question is "What beliefs do the English teachers hold about online English teaching in one of the Vocational High Schools in Bandung District?"

C. Operational Definitions

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

1. Teacher's Beliefs   :   Making judgments in understanding and evaluating something based on what teachers know, believe, and think that influenced their teaching behavior, practices, and learner development about online English teaching.

2. Teaching English in an online classroom of Vocational High Schools: The action of the person who teaches, in an online classroom using an online platform such as Zoom, Google Meet, and WhatsApp with a specific theme of English following the vocational learners' majors.

D. Aim of the Research

The present study aims to find out English teachers' beliefs of teaching English in online classrooms in a Vocational High School setting.

E. Significances of the Research

1. Theoretical use: This study contributes to English Language Teaching based on Teachers' beliefs about their teaching activity in Vocational High Schools in online classrooms

2. Practical use : This study contributes to the improvement of English practitioners in conducting online classroom practice in Vocational High Schools

3. Empirical use : This study contributes to the researcher's experience in conducting teachers' belief research in online classrooms in Vocational High Schools and provides a gap for the next research.