

CHAPTER I

INTRODUCTION

1. 1. Background of the Study

Different types of crises happen in a country will have a substantial impact on all aspects of life, including education. When a crisis occurs, such as when natural disasters like earthquakes, tsunamis, and cyclones strike, or when a conflict or disease outbreak breaks out, students' access to education is usually put at risk (Syahria, 2020). The Novel Coronavirus (COVID-19) outbreak in the universe has forced schools, colleges, and universities to put an end to operations temporarily. In Indonesia, in the middle of March 2020, public events at schools, colleges, and institutions have begun to be postponed. (Mailizar et al., 2020). Since then, all work has been done from home, and a new method of teaching and learning, known as distant education, has been implemented.

However, many challenges during the implementation of online teaching are faced by the teachers and students, particularly in the technology infrastructure (Fojtik, 2018). Students coming from remote places are unable to continue their learning activities due to lack of preparedness of schools and human resources for online education. According to the students, the lack sense of community, technical difficulties, and obstacles in understanding teachers' instructions are the common problems in distance learning (Song, et.al, 2004). Additionally, Indonesian pupils do not have the appropriate e-learning competencies. Students have a low degree of preparation when it comes to Learning Management System (LMS) (Parkes, et.al, 2015).

The radical change is that all Indonesian schools must adopt distant learning, as well as using technology as part of strategy to support the government program of social distancing. Since then, every teacher has to modify their lesson plans so the students can complete their studies, regardless of the fact that many Indonesian schools are lack of necessary human resources, technology infrastructure, and resource availability. Covid-19 warns us that the scenario planning in education becomes critical need. (Rieley, 2020). Distance learning has emerged as a new teaching pedagogy in response to all of these issues (Harper et al., 2004).

Even though Covid-19 pandemic is still going on today, students must continue their studies. Educational institutions are struggling to find solutions to this challenging situation. The quick transition from traditional classroom to virtual classroom forces teachers to rethink their entire pedagogical approach to deal with the new mode of teaching and adapt to the changing situations. During this challenging period, the main focus is how the educational institutions can apply massive and extensive online learning (Carey, 2020). Suwartono (2019) mentions that as a classroom director, a teacher should organize classroom activities in such a way that the activities can run as planned and targeted. Teacher has to find the alternative strategy to teach during this pandemic so that the students can meet their objectives.

Since language study needs the mastery of four abilities, this becomes a challenge for all of the language teachers. The ability to master four skills is what is meant by learning English. According to Richard & Schmidt in Rusandi (2021), skills in language teaching are the mode or way in which the language is used. The four skills are listening, speaking, reading, and writing. The four skills are classified into two

classifications namely speaking and writing which are called active or productive skills, while reading and listening are called passive or receptive skills.

Therefore, the teachers have to apply and adapt e-learning classes in conveying English material from listening, speaking, reading, and writing so that the teaching and learning process can keep going. According to Abbad in Utami (2020) e-learning refers to the use of information and communication technologies to enable the access to online learning or teaching resources. Due to this pandemic, without prior instruction, the teacher must immediately put it into practice. Consequently, the teacher needs to adjust the strategy for teaching English.

In educational technology, a strategy refers to a learning design. According to Sanjaya (2006), teaching strategy is a method or plan to achieve an education goal. Haidar and Salim in Syahria (2020) mention that strategy is a way, tactic, or method to do something, in this case, is teaching the students to attain their learning objectives. Brown (2000) states that teaching can be done without a teacher. Students can use any available resources in their environment, like books, computers, the internet, nature, and so on.

According to the explanation above, the researcher is interested in observing and finding what challenges faced and strategies applied by the English language teachers on online learning during this Covid-19 pandemic era. Therefore, the researcher tries to investigate this with the research entitled, **“English Language Teachers’ Challenges and Strategies in Online Learning during Covid-19 Pandemic Era”**

1. 2. Research Questions

Based on the background of the study, the researcher formulates some problems as follow:

1. What challenges do the English language teachers face in online learning during Covid-19 pandemic era?
2. How do the English language teachers adapt to those challenges?
3. What strategies do the English language teachers apply in online learning during Covid-19 pandemic era?
4. What implications do online learning effect on students during Covid-19 pandemic?

1. 3. Objectives of the Study

The objectives of the study are listed below:

1. To identify the English language teachers' challenges in online learning during the Covid-19 pandemic era.
2. To investigate the English language teachers' adaptation in dealing with those challenges.
3. To find out the English language teachers' strategies in online learning during the Covid-19 pandemic era.
4. To explore the implication of online learning during the Covid-19 pandemic era toward the students.

1. 4. Contribution of the Study

This research will give English language teachers some information dealing with the challenges and strategies in applying online learning during the pandemic. This result is expected to become a reference for English language teachers in improving their classes activity. For the education decision-maker, it can be a reference in evaluating regulations and as feedback in making new regulations regarding this outbreak pandemic.

