

CHAPTER I

INTRODUCTION

This chapter covers six points; background of the study, research questions, objectives of study, the contribution of study, the definition of terms, and organization of the study. In the chapter 1, it begins with a broad subject related to the title of thesis, then narrows down to the variables and the questions which are going to be solved in the research.

A. Background of Study

Indonesia is a developing country that has a lot of potential to grow economically and socially. To compete with other developing countries, Indonesians need to be able to speak English well. English is the most commonly used language for teaching and researching subjects. Nowadays, most information and education content in English is shared through the social media and other platforms. Consequently, English is very needed especially in education contexts, because it is used as a collaborative tool to enhance knowledge, science, and technology. English language course is delivered early on the education level in Indonesia. Thus, we need to prepare the following English teachers with some comprehensive skills. They are receptive and productive skills. In learning English, productive skill is one of the most important to be taught. According to Mohammed Iqram Hossain (2015), he states that “many teachers as well as learners of foreign languages, most difficulties are found in the process of learning and teaching productive skills”. Productive skills include speaking and writing which are very important because they allow learners to perform in communicative aspects such as oral presentations, written studies, and reports. These skills need to be developed and learned in the right way in order to be useful. Speaking aimed to give students the ability to express multiple purposes through various oral texts, text structures, and particular linguistics while writing aimed to enable students to

express various meanings of text with communicative goals. To make those skills delivered maximally, the teacher needs to create innovation learning.

Nowadays, there are changes happening rapidly in the education field, and this has an impact on what students learn. New technologies require us to rethink how we teach and learn, in order to improve the learning process. In this case, teachers should be aware of and make use of existing technology. Computer and Internet technology are now developing very quickly. The introduction of numerous services that are evolving into online services serves as evidence. The rise of the internet has made it possible to swiftly and simply find any information needed. Information technology is also a part of daily living in the modern world. According to Celtekligil and Adiguzel (2019), "people can learn new things, talk with others, make inventions, and share innovations with others with the support of technology advancement." The ability to continue the teaching and learning process in crisis conditions like the COVID 19 epidemic is essential for the educational institution. When the Covid 19 pandemic came, the teachers were pushed to create an innovation teaching and learning process for their students. One innovation learning is called by Hybrid Learning. Li et al. (2020) define hybrid learning as a blended approach to education that can include synchronous online learning and some face-to-face interactions. Another research by Sorden (2012) mentions hybrid learning is not a mere combination of face-to-face and online learning. But, it is a combination of teaching methodologies which uses the best delivery method to successfully achieve the learning objective.

One of schools in Purbalingga district that already implemented hybrid learning is SMP Istiqomah Sambas Purbalingga. The reason why the school chose hybrid learning is because there was a rule from the government about the limitation of face-to-face learning. At first, the school implemented blended learning, which applied some applications such as Microsoft team, giving the learning video to the students, and other applications. As time passed, the school felt that the method is ineffective for the students so the school changed to a better method called hybrid learning. In a hybrid learning,

the teachers used google meet to teach the online students using their own devices.

Furthermore, as time went by, the school upgraded the facilities for the students and the teachers for doing hybrid learning, such as computers, speakers, webcams, internet to support the hybrid learning process. There was some preparation that the school did before doing the hybrid learning. First, discuss with all the teachers related to use hybrid learning, whether they are ready or not. Second, choose the most accessible application. Next, the school surveyed the students about their readiness to do the hybrid learning. On the other hand, the school also shared their challenges in hybrid learning, such as teachers' readiness. The teachers should adapt the technologies. Then, the facilities for hybrid learning. Many teachers in the school still had devices that did not support hybrid learning but fortunately, the teachers realized that they should upgrade their devices to support the hybrid learning. Another challenge is on a student. Not all the students have a smart phone for joining a hybrid learning, so the school tried to communicate with the students' guardian related to the devices that the students should have. The next challenge is the school of electricity. When all the teachers did the hybrid learning together, the school got black out because it had fewer watts, so the school added the watt electricity. Besides, the response of the teachers, the students and, other stakeholders are enthusiastic. It has been proved that many teachers want to upgrade themselves and their devices to do hybrid learning, the discipline of the students, and support from other stakeholders.

In connection with that, the writer conducted a research among the teachers at SMP Istiqomah Sambas Purbalingga. The phenomena of innovative teaching and learning processes are used in the class still become the object of study since the Covid 19 pandemic happened. Besides, productive skills is one of essential skill in the English classroom that need to be taught. Therefore, it is worth investigating about the teachers' challenges and strategies in teaching productive skill in a hybrid learning context. Thus, the writer is interested in investigating this phenomenon by proposing the research entitled "Teachers'

Challenges and Strategies in Teaching Productive Skill in a Hybrid Learning Context.”

B. Research Questions

1. What are the teachers’ challenges in teaching productive skills in a hybrid learning context?
2. What strategies do the teachers use to overcome the challenges in teaching productive skills in a hybrid learning context?

C. Objective of Study

1. To know the teachers’ challenges in teaching productive skills in a hybrid learning context.
2. To describe the teachers’ strategies to overcome the challenges in teaching productive skills in a hybrid learning context.

D. Contribution of Study

This study is expected to be useful practically and theoretically.

1) Theoretically,

This study is expected to give a good contribution to the education practitioners to be a reflection on their teaching about a productive skills used in a hybrid learning context and can be used to evaluate how far we treat our students in a hybrid learning context.

2) Practically,

By having this research;

a. The English teacher

The teacher know the challenges that may happen when they teach productive skills in a hybrid learning context and how the teachers may use during the hybrid learning context in teaching productive skills.

b. The students

The students know whether the strategies of hybrid learning context in teaching productive skills that their teachers used well or not for them.

c. Public schools

The school evaluate English teachers in teaching productive skills in a hybrid learning.

d. Further researchers

It can be a valuable source for other researchers who want to conduct research with the same topic. It also can be used as a motivation to lead better research. Besides, this study is useful as a trigger and grounds for further research related to the hybrid learning context in another field.

E. Definition of Terms

1. Challenges

The word "challenges" in the English Dictionary (a situation that needs mental or physical effort to be done successfully) tests a person's ability. Finding a solution to this problem is one of the most significant challenges faced by scientists (Cambridge Dictionary). Burcu Seher (2019) states that "the challenge in the definitions above mainly reflects the "difficulty" side, which can be the central emotional state of human thinking and actions".

2. Strategies

According to Hanasini (2016), The word "strategy" comes from the Greek word "strategos," which means "planner of armies." Strategy is the process of planning to destroy enemies using effective use of resources. Thus, the concept of strategy has been used in the military context before and remains the benchmark for all strategic definitions. Furthermore, Brown (2000: 113) pointed out that strategy is a specific method of solving a problem or task, a pattern of operations to

achieve a specific purpose, and a plan design for controlling and manipulating certain information.

3. Productive Skill

According to Harmer (2007), “productive skills refers to language skills in which students produce the language themselves”. Productive language skills include speaking and writing. These skills are messages that students produce in both spoken and written forms. The spoken messages are categorized as speaking, while the written messages are written.

4. Hybrid Learning Context

According to College DuPege (2020), Hybrid Learning is learning which combines s face-to-face and online teaching into one cohesive experience, while Vaughan and Garishon cited in Naecklan Simbolon et al. (2019) states that hybrid learning is a term for lecture models that integrate face-to-face learning with the advantages of e-learning learning using internet media, Overall, hybrid learning context approximately half of the class sessions are on the school or campus, while the other of students learning online.

F. Organization of Study

In this study, there are five chapters. Chapter one presents the introduction, which describes the background of study, research questions, and objective of study. The chapter also outlines the contribution of study. Then, it delineates the definition of terms related to this study. Lastly is the organization of the study.

Chapter two is literature review. It involves previous research finding and theoretical discussion of review related to studies such as EFL teachers, Information and Communication Technology (ICT), hybrid learning context, productive skills, challenges, strategies, and previous research findings.

Chapter three is concerned with the research methodology of the study. The chapter describes the research setting and participants used in this

study. The data collection techniques, provision trustworthiness and analysing data techniques.

Chapter four is concerned with result and discussion, and this will be done because of the specific research objectives guiding the study. Lastly, chapter five presents the conclusion and recommendations of the research.

