

CHAPTER I

INTRODUCTION

This chapter presents the research background, research question, aim of the study, scope and limitations, research significance, and clarification of the terms.

1.1. Research Background

Almost all educational sectors in Indonesia used face-to-face teaching-learning processes, especially in English learning. One of the most important aspects of modern development is learning English. Mellasari (2021) defines learning as a device that seeks to shape the teaching method, guide, train, organize, and facilitate various things for students in order for them to learn how to achieve educational goals. In the learning process, the teacher should be able to guide the class in any situation. Teachers can also help students develop their personalities. Teachers must be active in delivering material in the offline learning process during the learning process. An engaged teacher will create a pleasant classroom environment in which students can learn comfortably and effectively. Teachers and students must also communicate effectively in order for teachers to evaluate students or the learning process. Teaching is a technique for changing student behavior in accordance with the predicted goals, not just conveying subject matter (Cynthia, 2021). Every learning process and every teacher, must adapt to the scenarios of students and attend to current developments, especially in the face of this pandemic.

Since March 2020 in Indonesia, the Covid-19 pandemic has spread around the world. Online education should replace traditional classroom instruction immediately, across all grade levels. As the modern technological era progressed, online education was created to help people learn English in the wake of the global flu epidemic (Okhta, 2021). The shift from the traditional system of learning through direct or face-to-face conversation to an online learning system is, to put it bluntly, night and day. In light of the pandemic, educators have been compelled to rethink and retool the entire educational process. The teacher-student interaction is also crucial in the process of teaching and learning English. Teachers play a crucial role in students' acquisition of English language skills because they can facilitate a synergy between language study and students' primary socialization and enculturation needs (Gee, 2016). Approximately, almost two years of learning in Indonesia used the online learning system during the pandemic. This also has an impact on the readiness and perception of learning from students and teachers. According to Rahmat (2021) online learning offers a new perspective for teachers and students' learning experiences. However, it takes a lot of time for teachers and students to comprehend of some platforms to support the online learning process by teachers and students.

During the pandemic, several things have a lot of changes especially the use of technology. In online learning, teachers are expected to utilize various technologies. Many factors make teachers better in adapting to different situation during the pandemic. Preparation before teaching online and evaluation in each lesson must be more detailed rather than in offline learning. In addition,

motivation and internet interference from students is one of the problems that teachers often encounter in learning. Additionally, it became a new challenge for the teacher to learn technology, and there can be new approaches to conduct the teaching-learning process (Aryanti, 2021).

There are a lot of changes in the learning process in the online learning system. Online learning also creates a more suitable and flexible teaching resource. However, online learning makes less interaction between teacher and student. On the other hand, online learning can increase student be more active to discuss or ask during learning process rather than offline learning. The material from online learning can be accessed every time and can be learned anytime. Furthermore, the evaluation from learning process also easily by the platform. The important things from online learning there are no handbook and paper for test and it also reduced the cost from parents because the student learn from home using some platform and internet connection.

Along with the development of Covid-19 cases, which in the last few months began to decline, people have started to do various outdoor and indoor activities. This also applies in the education sector as teachers shift from online to offline teaching. According to Rasyid (2021), the term offline system stands for outside the network, disconnected from the computer network. It means that all the learning process is conducted in offline meetings. The offline teaching learning processed make easily to interact between teachers and students. Teacher can deliver the material clearly and can discuss it directly. As a consequence, teacher should prepare all the material precisely to make innovative learning after

the pandemic. In addition, the readiness from teacher to offline teaching and learning must be prepared very well.

The shift from online to offline learning in the recent month encourages English teachers to adopt the new approach applied in teaching (Aryanti, 2021). Teacher's perceptions can be a point of reference for other teachers to conduct appropriate offline teaching and learning after being accustomed to online learning. The teachers' perceptions are also really important for evaluating the implementation of offline learning after the pandemic. Therefore, the research tries to investigate the English teacher's perception of shifting from offline to online learning after the pandemic particularly in terms of opportunities, challenges, and preferences of English teachers.

1.2. Research Question

In relation to the preceding research context, the researcher formulates the research question.: What are teachers' perceptions in shifting from online to offline learning after the pandemic?

1.3. The Aim of The Study

Based on the preceding research question, the objective of this study is to explain teachers' perceptions of the shift from online to offline learning after the pandemic.

1.4. Scope and Limitations

The scope of this research is a study of English teachers' perceptions of the shift of online to offline learning after pandemic at junior high schools in Purwokerto. In addition, this research limits the studies only on the opportunities, challenges and preference in shifting offline learning after pandemic. The researcher does not focus on the implementation learning process of teacher to deal with offline learning, but the researcher will focus on the shift from online to traditional offline learning after the pandemic.

1.5. Research Significance

The result of this study is expected to add to the existing literature regarding the implementation of shifting from online to offline learning after the pandemic. Since this topic is still considered new due to the fact that the pandemic is only recently considered over in some part of the world, this research would hopefully give an insight to the teaching practice in English classrooms, especially after considerably long period of online learning. Moreover, with the pandemic Covid-19 coming to an end, it affects several aspects. For English teachers, the result of the research is useful to improve the quality of the way to teach student after pandemic by give some more innovative rather than the face-to-face class before pandemic. This research also expected to give viewpoint for teacher to teach in every situation and condition. Finally, this research is expected to give an evident description dealing with teachers' perception in shifting from online to in offline class after the pandemic, which is relatively a new topic. Other than that, the policy

makers can evaluate the policy that related to teachers' perception in shifting from online to offline learning after the pandemic.

1.6. Clarification of The Terms

1.6.1. Online Learning

Online learning is based on information and communication technologies with pedagogical interaction between students and the content, students and instructors, or among students via the Internet (Videgaray, 2007). It means that online leaning used some media or platform to support the learning process. Teacher and student cannot interact directly during online learning process. Based on Achmad (2021), online learning can be defined as an internet/online computer-based learning experience in a synchronous classroom. As is well known, synchronous class involves learning from a distance while virtually attending a weekly class session at the same time as the instructor and other students. It has more advantages or disadvantages for teachers.

1.6.2. Offline Learning

Offline learning is the most common methods that learner used in learning process. Offline learning means that all of learning process used face-to-face technique and handbooks to support learning. According to Kaymak et.al (2022) explains that offline learning format is a lecture-based learning method in which students are instructed in classrooms by instructors. Offline learning is a traditional learning process for teacher to teach the students. Most of all education in Indonesia used offline learning to deliver the material.

1.6.3. Perception

Perception is a process that begins with a sensing process, the process of getting a stimulus by individuals through the senses or as well called a sensory process (Achmad, 2021). Perception means viewpoint of the teacher to learning process in offline learning after the pandemic. The perception referred to in this study is the teacher's perspective on a variety of topics, including learning. Perspective of teacher about some things related to the learning process, either about preparation, class management, teaching methods or anything related to the teaching learning online or offline. Perception also mean that individual suggestion or idea about some related topic.

