CHAPTER I
INTRODUCTION

1.1. Background of the Study

As a transitory tourist in a target language country, English as a foreign language is typically used to students who are learning general English at a school or institution in their home country. Students learn English and only have the opportunity to practice it in their regular activities at school or university.

Teachers of English as a foreign language should be able to effectively manage the classroom. As Brown argues, teaching is "showing or assisting students in learning how to do something, giving instructions in the study of something, providing language, and causing them to know or understand." 4 It indicates that the teacher must use a creative strategy to make the pupils feel at ease and interested in studying the subject, particularly English, so that they will concentrate on the learning process. (Douglas Brown, 2016).

According to Tompkins (in Setiyawan 2020: 16) the teacher should be able to make the learning process in order to associate with the student's background knowledge with the material studied. According to Nunan, 2003; Salahuddin, Khan, & Rahman, 2013; Nurkamto,2003 (in Setiyawan 2020: 18) there are shortage of of problems that the trained English teacher reported in some countries. The teachers who do not know how to teach the students in fun ways will be impacted to the students, the students can be stressed, or depressed during the teaching-learning process.

On March 11, 2020, the Corona Virus Illness, or COVID-19, was designated a pandemic, a disease that is found in practically every country on the planet. COVID-19 has infected 185 countries around the world, making it the fastest-spreading virus in history (CSSE, 2020). One of the methods to prevent the spread of COVID-19, according to the World Health Organization, is to establish travel limits, quarantine, curfew restrictions, hazard control at work, and the closure of public facilities. This epidemic wreaked havoc on a variety of socioeconomic sectors. Significant disruptions occurred in the education sector as well. COVID-19 has resulted in the closure of schools and universities in a number of nations, either nationally or locally.

Corona viruses have a negative impact on all stages of education in Indonesia, from primary school through colleges and universities run by the Ministry of Education and Culture or the Ministry of Religious Affairs. As a result, the government mandated that all schools conduct online instruction and learning. Because of the pandemic, students are forced to learn online or from home, which forces them to stop learning in class in order to break the chain and avoid exposure to the Corona viruses.

English was previously taught in regular face-to-face lessons. This technique has changed since the Covid-19 epidemic. People are keeping their distance due to the pandemic. To prevent the virus from spreading, even students are not permitted to attend classes. Teaching and learning are done online in this setting. Since the outbreak of Covid-19, online English teaching has been used widely. The global pandemic has had a huge impact on Indonesia's education

system, with the government establishing a public policy to transfer face-to-face learning in official classrooms to online learning outside of the classroom, including EFL teaching.

During a pandemic, online learning is a huge help (Aras Bozkur et al, 2020). Remote teaching in an emergency is not the same as teaching in a classroom setting. Other countries, on the other hand, managed to keep teaching and learning throughout the Covid-19 pandemic. Online learning is conducted remotely, making it flexible in terms of time and space of learning because it may be set up synchronously or asynchronously using digital technology (Anderson, 2016). The obstacles and potential of online learning, which increases during the pandemic, were described by Giovanella (2020) and Shim & Lee (2020).

Because it is the link between the teacher and the students, the internet connection has an impact on online teaching-learning processes. Our educational side was aided by online teaching-learning during the present pandemic. *Google Classroom*, *Schoology*, *WhatsApp*, and *YouTube* are just a few examples of platforms that teachers and students can utilize to teach and study online. However, problems with gadgets and internet connections continue to be discovered, and even the teacher is unable to handle it.

However, the online english teaching has various challenges and opportunities especially ini pandemic condition caused by the global outbreak of Coronavirus disease (Covid-19) in 2020. As a result, people are encouraged to employ advanced technology to accomplish their activities (such as working and studying) from the comfort of their own homes.

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The shift from face-to-face learning in the classroom to online learning outside the classroom has had a number of ramifications. First, the abrupt shift from face-to-face to online learning has surprised both teachers and students because it was not anticipated (Atmojo & Nugroho, 2020). Second, teachers and students must adjust to various changes in their teaching and learning activities, such as the use of technology, the creation of online materials, and the online evaluation of students' work (Lai et al., 2015; Yamagata-lynch, 2020). Third, moving from an indoor to an outdoor language classroom presents a lot of problems and difficulties, especially for teachers (Satar, 2018).

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During the Corona Virus 2019 outbreak in Indonesia, the majority of people are compelled to stay at home (Covid-19). The existence of the virus poses a threat to people. Individuals are required to stop moving to other regions since

the virus can spread to other people and be infected by the carrier. Of course, this has an impact on Indonesia's educational system, and pupils and teachers may not be prepared for these situations. Traditional education, which is always delivered in a school setting, is being replaced by online teaching-learning scenarios. Many teachers are forced to use teaching web media, which is not commonly used in Indonesia. As a result, it creates additional obstacles for instructors, particularly English language teachers, in their teaching-learning processes.

Online learning approaches offer a one-of-a-kind educational experience. Learning may be done anywhere and at any time with online learning. It is unquestionably linked to technology as the primary learning aid. Because digital technologies can simplify teachers' and students' virtual engagement, this learning can use digital technologies, however there are many possible responses from students who feel direct-interactive in online-learning, especially without preparation due to the emergence of Covid-19.

During the epidemic, Shim and Lee (2020) discussed the difficulties of online learning. The accompanying digital resources and technologies, as well as the digital literacy of both teachers and students, are essential for providing an effective learning output during online learning. Both findings show that emergency remote teaching should be standardized and prevented in order to maintain, if not improve, academic performance and learning output. These are the difficulties of online learning or emergency remote instruction, especially during a pandemic like COVID-19. Finally, the challenges of online learning, in general, are a source of anxiety for teachers, particularly in the EFL context, as

suggested by Taopan & Drajati (2020), because in EFL classrooms, teaching must be engaging, joyful, and meaningful for students, and the problems of online teaching revolve around digital literacy, resources, and devices used by both teachers and students.

One of theories related to the online english teaching is a distance learning theory. The concept of control, also known as collaborative control (White, 2016), has gained popularity in response to the demand for more involvement in distant learning. The term "collaborative control" refers to how the instructor and students interact to negotiate and govern the learning process (White, 2003). It necessitates independence, competence, and assistance (Anderson & Garrison, White, 2016). Independence refers to a learner's ability to choose what, when, where, and how they learn; proficiency refers to the skills and abilities needed to be a successful learner (e.g., motivation, confidence, and strategy use); and support refers to the resources needed to master content and complete a course (e.g., supplemental materials, tutoring, technical help).

According to learning theory, through the formation of sustainable communities of learners, online learning has the ability to bring students together and engage them collectively in purposeful and meaningful dialogue (Garrison, 2016, p. 97). In contrast to instructivism, or instructor-centered learning, this shows a collaborative constructionist approach, which involves interaction among learners with teacher leadership (Garrison, 2009; Gerstein, 2015).

Connectivism, or student networking, can also be encouraged in an online setting. This form of learning takes place through practice communities and

personal networks (Siemens, 2016, para. 4). Connectivism encompasses decision-making and choice, exposure to a variety of viewpoints, knowledge currency, learning capacity, and cultivating and preserving connections... in order to allow continuous learning (Siemens, 2005, para. 25). Constructivism and connectivism have a lot in common when it comes to collaborative control and components of transactional distance theory, especially dialogue, which is meant to guide the learner to autonomy.

Finally, self-regulated learning (SRL), which is defined as "the ability of learners to control the factors or conditions affecting their learning" (Dembo, Junge, & Lynch, 2016, p. 188), teaches learners how to learn by incorporating six dimensions: motive (purpose and goal-setting), method (learning strategies), time (prioritization and time management), physical environment (where to study), social environment (with whom to study; help-seeking strategies), and perform (Andrade, 2012, 2014; Schunk & Zimmerman, 1994; Zimmerman & Risemberg, 1997). It assists kids in becoming more proficient learners, making right decisions, and keeping track of their progress.

However, there is a gap among the previous studies in which Sundarwati (2021) stated that there are technical and pedagogical challenges during emergency remote teaching. Some opportunities occurred that benefits the teachers self-development as teachers and digital skills which shows sign of self-sense and authority as teachers. But, the study of Setiaywan (2020) stated that bad experiences experienced by students of SMK Negeri 1 Nawangan is a major

problem. Students are often slow to respond to the process of learning activities carried out online.

Based on the preliminary study at SMA Negeri 3 Binjai, it is known that teachers found some technical and pedagogical challenges during emergency remote teaching. Based on the above explanation, researcher is interested in researching on the challenges and opportunities for teachers in Online English Teaching during the COVID-19. To know more closely about it the researcher conducts research titled: **"The Challenges and Opportunities of Online English Teaching During The Pandemic of COVID-19 at SMA Negeri 3 Binjai"**

1.2. The Problem of Study

Based on the background of the study above, the problem of the study is as follow : What are the challenges and opportunities of Online English Teaching during the pandemic of COVID-19 at SMA Negeri 3 Binjai.

1.3. The Objective of the Study

Based on the problem of the study, the objective of the study is to describe qualitatively the challenges and opportunities of Online English Teaching during the pandemic of COVID-19 at SMA Negeri 3 Binjai.

1.4. The Scope of the study

The scope of the study is limited to the techincal, pedagogical and professional challenges and also the opportunities of online english teaching such as Difficulty of Preparing a Google Classroom, Difficulty of Evaluation and Collection of the Homework.

1.5. Significance of the Study

1.5.1. Theoretically

Theoretically, the significance of the study is to know the challenges and opportunities of online english teaching.

1.5.2. Practically

Practically, the significance of the study is to find technical, pedaogogical and professional challenges and opportunities of online english teaching at SMA Negeri 3 Binjai. For the teacher show that various platforms are used in online learning. Various positive responses were conveyed by related students online learning. In addition, teachers also play a role in provide support and guidance for children's learning efforts. Competence and teacher skills must continue to be enriched, supported by school policies that encourage teachers continue to learn. Relevant parties also need to evaluate the online learning so that learning objectives can be achieved optimally. For the students to build creativity, hone student skills, and improve self-quality by changing systems, perspectives and patterns of student interaction with technology. And Suggestions for future researchers if you are interested in doing research with the central topic of Online Learning is to examine more specifically the challenges and opportunities that have been found above.