

CHAPTER I

INTRODUCTION

A. Background of the Problem

Education plays an important role in national development, with education is expected to give birth to prospective future nationals competent, critical, creative, rational, independent, and adhering to religious values. Law Number 20 of 2003 concerning the National Education System, Article 1 point 1 states that education is a conscious and planned effort to create an atmosphere of learning and the learning process for students actively developing his potential to have spiritual power religion, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and country.

Sugihartono et al (2013: 3-4) states that education is the changing process that is carried out consciously and deliberately to change human behavior both individually and in groups to try mature humans through teaching and guidance efforts. Definition it illustrates the importance of education for individuals as well groups to prepare for competition so as not to be left behind in the environment around or a wider coverage, namely between countries. Meanwhile, according to Siswoyo et al (2013: 21) states that the function of education is prepare students as human beings, prepare the workforce, and preparing good citizens, which means preparing students who not ready to be ready to dive into the real world through an ongoing educational process.

The teaching and learning process or the teaching process is an activity implement the curriculum of an educational institution in order to influence students lead to discussions of good intellectual behavior, morally and socially. In achieving these goals students interact with a learning environment that the teacher regulates through the teaching process, especially physical education.

According to Samsudin (2008: 20) physical education is a process learning through physical activities designed to improve physical fitness, develop motor skills, knowledge

and healthy and active lifestyle, sportsmanship and emotional intelligence. Environment learning is carefully orchestrated to promote growth and development of all realms, physical, psychomotor, cognitive and affective each learners.

However, the learning of students for now is disrupted due to the COVID-19 pandemic, especially learning English. A pandemic is an epidemic that occurs simultaneously in an area. An epidemic that is included in the pandemic category is a disease contagious and has a continuous line of infection. It said a pandemic because the disease outbreak has spread on an international scale. COVID-19 (Corona Virus Disease 19) is an epidemic that is currently sweeping the world including in the country of Indonesia. The outbreak of COVID-19 in Indonesia is mandatory all activities carried out at home. This is an appeal from The President of the Republic of Indonesia and the Minister of Education and Culture in order to minimize the spread of COVID-19 in Indonesia. Because the COVID-19 Pandemic has had a huge impact on the system education in Indonesia.

The Minister of Education and Culture through a Government circular number 36962 / MPK.A / HK / 2020 regarding Online Learning and Working from Houses in the Context of Preventing the Spread of Corona Virus Disease (COVID-19) explained in paragraph 4, which is specifically for areas that have been affected Covid-19 applies the following conditions (a) applies learning online from home for students and students; (b) staff, teachers and lecturers doing activities working, teaching, or giving lectures from home (Work From Home / BDR) via video conference, digital documents, and online facilities others; (c) BDR implementation does not affect attendance levels (viewed just like working in an office, school, or college), it doesn't detract performance, and does not affect performance benefits; and (d) if they must come to work / campus / school should not use vehicles (general) of a mass nature.

Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim issued Circular Number 4 of 2020 concerning the Implementation of Education During the Emergency Corona Virus Disease (Covid-19). One important point In this circular is the decision process of learning from home. As known, the process of learning from home or online

(online) is learning online remotely. Online / distance learning not easy to implement and effective in English subjects, because English is one of the subjects that are considered quite difficult for students, because in learning English there is grammar which is very difficult to master, and also lack of vocabulary mastery (vocabulary). So, it is not uncommon when face-to-face learning at school with a long explanation, students still feel that they do not understand the English learning material. Even more so if online learning (online) where the teacher only gives assignments, without a detailed explanation.

Based on the results of observations made by researchers at the time of enforcement learning at home learning conditions implemented by all Junior High Schools in Banyumas District. These schools have implemented Bold learning during the COVID-19 pandemic. English teacher at Junior High School level all Banyumas sub-districts also apply bold learning to carry out English learning. Eye-eye teachers Most of the English lessons use online-based applications WhatsApp application and Google Classroom application for bold learning. Implementation of bold learning at Junior High School level in Banyumas District not all are supported by the existence of sufficient facilities and infrastructure enough. Facilities and infrastructure that support bold learning in junior high schools not all of them have had adequate facilities and infrastructure such as the unavailability of stable internet access and some SMPs do not yet have WiFi networks to support them implementation of bold learning.

Based on existing human resources, namely the English teacher at the level most of the Junior High Schools in Banyumas District are already English teachers meet academic qualifications (S1). However, in implementing English online learning in conditions of learning from home English teachers at junior high school level in the district Banyumas still finds it difficult at the time of implementation, though actually capable of carrying out online learning but at most teachers still lack knowledge of the application of online learning knowledge of how to carry out learning English online due to the unprecedented COVID-19 pandemic making the learning system switch to online learning that hasn't has been implemented by most of the English teachers.

Learning online English, that is it appears that the teacher is still having trouble implementing the learning process only from one direction so that it can be concluded that the teacher is still hampered having difficulty implementing online learning. On online learning students tend to be passive and confused in learning English and the more active are the teachers. , on one occasion the teacher only give orders to students then learn what they are the teacher ordered. In addition, the teacher also believes that the students are lacking participate in learning, where a sense of curiosity, interest in reading and low movement skills of students, so the process of learning English at times online learning can not go according to what expected.

On the basis of the descriptions and explanations above, the researcher feels the need to conducted research on Teacher Barriers to Learning English Education in Learning from Home Conditions Junior High School level in Banyumas District .

B. The Formulation of The Problem

Based on the background above the researcher would like to formulate the problem as follows:

1. How is the barriers for teachers in learning English during the Covid 19 pandemic at the Junior High School level in Banyumas Regency

C. Limitation of Problem

Limitations of the problem based on the focus of this research are more focused and motivated by several problems, so this research is based on the obstacles of teachers in learning English in learning conditions from home at the junior high school level in Banyumas district. .

D. Objective of The Research

The objectives to be achieved in this research are; This is to find out the barriers of teachers in learning English during the COVID-19 pandemic

E. Significant of the Study

Based on the objectives to be achieved, this research is expected has the following benefits.

1. Practical benefits

a. For teachers

From the results of the research conducted, it is hoped that it can be useful in improving the quality of teaching and perfecting the learning process with the conditions of learning from home and an overview of the follow-up teacher readiness about related matters.

b. For Schools

This research is expected to provide input and evaluation as well as being a description for the institution regarding the barriers to teachers in learning English in the conditions of learning from home during the Covid 19 pandemic.

c. For Researchers

With this research, researchers gain insight into knowledge regarding teacher barriers in learning English learning from home conditions and useful experiences for researchers to able to analyze a problem.

d. For Other Researchers

The results of this researcher are expected to be used as a reference for other researchers in order to make it easier for those who want to do research related and can add to the literature that is useful for all participants students or other parties who need it.

F. Scope of the Research

1. The Subject of Research

The research subjects were English teachers in junior high schools in Banyumas sub-district, namely SMP 1 Banyumas, SMP 2 Banyumas, and MTSN 2 Pringsewu.

2. The Object of Research

The object of this research is the obstacles of teachers in learning English during the pandemic covid 19

3. The Research Place

The research was conducted at junior high schools in Banyumas sub-district, namely SMP Negeri 1 Banyumas, SMP Negeri 2 Banyumas, and MTSN 2 Pringsewu.

4. The Research Time

The researcher was conducted at the odd semester of academic year 2021/2022.