

CHAPTER I

INTRODUCTION

A. Background of the Study

The world is facing a virus that seriously threatens human survival. The virus is called Covid-19 (Corona Virus Diseases-19). This virus comes from the city of Wuhan, China. This new type of virus has spread to various parts of the world. This condition should not be underestimated and left unchecked. The World Health Organization (WHO) has also declared Covid-19 a pandemic in 11 March 2020. According to WHO (2019) Corona Virus is a large family of viruses that cause disease in humans and animals. In humans it usually causes respiratory infections, from the common cold to serious illnesses like Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS), (Nahdi et al., 2020; Wax & Christian, 2020).

Since the spread of the Corona virus in Indonesia, the government has immediately taken firm action to prevent the spread of the Corona virus because this virus can spread rapidly and has claimed many lives in many countries. The government has made various efforts to prevent its spread, one of which is by implementing distance learning, from early childhood education until university. The government issued Government Regulation Number 21 of 2020 concerning Large-Scale Social Restrictions in the Context of Accelerating the Handling of Covid-19 which resulted in restrictions on various activities including schools. Meanwhile, Learning From Home (LFH) activities were officially issued through the Circular of the Minister of Education and Culture Number 36962 / MPK.A / HK / 2020 regarding studying and working from home online in order to prevent the spread of Covid-19. This policy requires teachers and students to continue to

carry out learning activities from home starting from early childhood education to higher education.

The policy of study from home requires learning to be done by online. In accordance with the Circular of the Minister of Education and Culture of the Republic Indonesia Number 4 of 2020 concerning Implementation of Education Policies in Emergency Situations of the Spread of Corona Virus Disease (COVID-19). Online can be defined as a form of information technology applied in education in the form of cyberspace (Molinda, 2005). Although it is not the same as face-to-face learning in class, this online learning provides a solution to avoid the transmission of the plague that is currently happening. During learning from home, teachers must prepare preparations for online learning.

Study from home is a government recommendation for the Indonesian people in particular. So one way out that can be taken during the Covid-19 emergency is learning to use online media. According to Moore, Dickson-Deane, & Galyen (2011) online learning is learning that uses internet networks with the ability to generate various types of learning interactions. Here it is considered that there are still many ways that teachers should be able to develop in order to optimize the learning process.

Ideally, the process of learning English online from home can still be done accommodate teach needs students to develop English language skills. To make it real it requires readiness teachers, the appropriate curriculum, learning resources, as well support computer or smart phone and network stable so that communication between students and teachers can effective (Fieka Nurul Arifa, 2020) . Without these aspects of an online learning will not run well, for example, the difficulty of the teacher in communicating with students due to the limitations of students who do not have a smart phone, bad internet network and lack of collaboration between teachers, students and parents.

However, learning which is carried out remotely with this internet system also has obstacles that approach the community. The location of the teacher and students who are separated when carrying out learning makes the teachers unable to supervise directly the increase of student's English skill during the online learning process, as well as knowing student's activities when learning English online at home because of the long distance.

In practice, teachers and other educators try to make use of it science technology to address distance learning problems in a way provide material and course assignments online. However it does not always go well, there are many obstacles inside its implementation in Kindergarten, Elementary School, Junior High School and Senior High School.

Teacher at Kindergarten have difficult to teaching by online because as we know the world of kindergarten children is the world of play. Of course, in learning, children still really need guidance from teachers and from their parents. The challenge faced by teachers is that online learning is not optimal because teachers cannot directly monitor student development, the resulting in learning materials not delivered well, mobile support is less supportive, inadequate data plan and signals, the resulting in learning materials not delivered well, and lack of cooperation between teachers and parents.

Elementary schools students are also the same with kindergarten because they still childhood and need guidance from teachers and parents. The challenge faced by elementary teachers is that online learning is not optimal because the teacher cannot directly monitor student development, the resulting in learning materials not delivered well, mobile support is not supportive, inadequate data plan and signals, the resulting in learning materials not delivered well.

In Junior High School students have started to be able to learn on their own without parental assistance, they begin to understand the importance of learning for themselves. However, the challenges faced by the teacher are still the same, namely the teacher has difficulty in delivering the material and knowing whether the material conveyed can be accepted and understood by students properly. In addition, data plan , signals and some students who do not have smart phone also become obstacles in the online learning process. Students are not disciplined in collecting assignments and it becomes a challenge for the teacher.

Senior High School students are starting to independently, they can find out for themselves what they need to learn. However, there are still many obstacles to online learning such as limited data plan , students find it difficult to understand the material, and unproductive time when learning online.

Before the application of distance learning, the government had conducted training for teachers, but in practice teachers experienced difficulties. The most common challenge that is suitable for teachers is that it is difficult for teachers to guide students in the learning process because the learning process is carried out by online. During the pandemic, which requires online learning, students have difficulty to understand English material delivered by the teacher, even though the teacher has provided video explanations of material, conducts learning through applications such as Google Classroom, zoom meetings, WhatsApp and others but learning has not run optimally. Teachers cannot see directly the character of students and students' English skills.

From the description above, the research is carried out in order to understand how the challenges of learning English online at home during the Covid-19 pandemic based on the teacher experience, including when teach students to study from home at various levels of

education from Kindergarten, Elementary School, Junior High School and Senior High School.

B. Identification of the Problem

The involvements of teachers in teach students while study at home is very central. However, there are some problems was found by researcher which are related to the teachers experience in the process of English learning online. The teachers have difficulties in guiding students because there are many obstacles, such as teachers must be able to teach the students in pandemic situation, cost more to buy data plan, there are the students do not have smart phone, make it difficult for their students to understand the English subject, and has not made the students more enthusiastic in learning. From the phenomenon that then makes the important of knowing and reviewing the challenges of learning English online at home during the Covid-19 pandemic based on the teacher experience. There are some problems related to the challenges of learning English online at home during the Covid-19 pandemic based on the teacher experience; Teachers' difficulty in the process of learning English online at home during the Covid-19 pandemic and the challenges faced by the teachers in the process of learning English online at home during the Covid-19 pandemic.

C. Formulation of the Problem

1. What the experience of the teachers in the process of learning English online at home during the Covid-19 pandemic?
2. What are the challenges faced by the teacher in the process of learning English online at home during the Covid-19 pandemic?

D. Objectives of the Research

Related to the problem above, the objectives of this study is:

1. To know the experience of the teachers in the process of learning English online at home during the Covid-19 pandemic.
2. To know the challenges faced by the teacher in the process of learning English online at home during the Covid-19 pandemic.

E. Significance of the Study

The advantages that can be acquired from this research are:

1. For the Student

Researchers hope that students can find new ways of learning English and their understanding of learning English through online learning will be better and can provide more benefits to students when trying to find the best way to learn English as a foreign language in the future.

3. For the Teacher

This can be a motivation for English teachers in the teaching and learning process. Teachers can create a new atmosphere for more effective learning by teaching online.

4. For the Researcher

The research results are expected to be the basis for consideration and the basis of information for further investigation.