

Chapter One

Introduction

This chapter explains some essential points. Several points are explained in this chapter, which is divided into six parts. This chapter explains the background of the study, identification of the problem, delimitation of the problem, research questions, research objectives, significance of the research, and finally, the organization of the chapters.

Background of the Study

The COVID-19 Pandemic has brought changes in various fields, one of which is in the world of education. The COVID-19 Pandemic caused the Indonesian government to implement online learning. Online learning cannot be separated from using an online platform such as a laptop, or smartphone with an internet connection to support learning activities. However, online learning gives a negative impact on students. The problems in online learning cause students to decrease in learning achievement and psychological burden for students. The other problems are uneven learning support facilities to access online learning.

To minimize the spread of COVID-19, the Indonesian government implement Community Activities Restrictions Enforcement (CARE). Community Activities Restrictions Enforcement is a policy of the Indonesian government to minimize the COVID-19 pandemic in several areas that have become the point of the spread of COVID-19 infections in the Java and Bali regions. With the COVID-19 vaccination program, the level of CARE in COVID-19 in the Yogyakarta Special Region has decreased. The schools in the Yogyakarta region

can carry out limited face-to-face meetings at the third level of CARE with student vaccination has been done.

Over time, the enactment of CARE in the Special Region of Yogyakarta has decreased to level two. The local government of Yogyakarta Special Region allows all the schools in the area at level two to implement limited face-to-face meetings. Previously at level three, only 190 schools were allowed to apply limited face-to-face meetings. Now all schools in Yogyakarta Special Region are allowed to apply for limited face-to-face meetings. This policy was implemented because the achievement of Yogyakarta in student vaccination reached more than 94% for the first dose and 53% for the second dose. With these conditions, the limited face-to-face meetings policy is hoped to become a solution after various problems faced by teachers and students in online learning and schools can implement face-to-face meetings with the health and safety of members of the education unit as a main priority. According to Mustafa et al. (2021), “Limited face-to-face meetings are an option for educational units as an effort to reduce the negative impact of online learning on students” (p. 5).

To avoid new clusters of COVID-19 transmission, the schools that want to implement Limited Face-to-Face meetings are required to strengthen the health protocol from the time students enter school until students are at home. Arin (2021) explains that Deputy Mayor of Yogyakarta, Heroe Poerwadi, asked the school to tighten health protocols to prevent new clusters of COVID-19 (para. 1). The tightening health protocols in schools such as wearing masks, washing hands,

and students are not allowed to crowd in the school area, and maintaining distance in school starting from students entering school until students return home.

Besides, there are some policies that schools must follow such as creating learning online and offline learning schedules with 30 minutes of learning duration so that students come to school alternatively. One class is divided into two groups, 50% of students study in the classroom, and 50% of students study online learning at home. According to Instruction of the Ministry of Home Affairs number 47, 2021; Instruction of the Governor number 34, 2021, "For educational units that carry out limited face-to-face meetings is carried out with a maximum capacity of 50%" (p. 8).

In this case, the teachers in limited face-to-face meetings must handle two different types of learning for each class, namely online and offline meetings. In the process of learning, teachers need to adapt to limited face-to-face meetings and add methods and models of learning for their learning activity and consider the various things that must be adjusted to the government's learning policies to make learning run well. Also, the schools' conditions are very diverse and cannot be generalized to other places. Kemdikbud (2021) explains, "The government understands the conditions of every school in Indonesia are diverse, and all of them cannot be the same. The school will serve students according to their ability to make students participate in both face-to-face meetings and online learning" (para. 7).

The limited face-to-face meetings are new challenges for the teachers to be ready, not only mentally but also for teaching materials and delivery methods of

learning to students so the limited face-to-face meetings will run well. From this problem, the researcher is interested in exploring how the English teachers implement online and offline classes in the limited face-to-face meeting during the COVID-19 Pandemic and the challenge of the English teachers in implementing offline and online teaching in English Teaching during limited face-to-face meetings during Pandemic COVID-19.

Identification of the Problem

After the achievements of vaccination programs, CARE in the Special Region of Yogyakarta is currently at level two. The government has allowed face-to-face meetings after the condition showed a decrease in the COVID-19 case. The schools that want to implement limited face-to-face meetings are required to strengthen the health protocol such as wearing the mask, washing hands, and maintaining distance in the school area. According to Decision Joint Letter 4 Ministers (2021), “The implementation of learning during the COVID-19 pandemic is carried out by face-to-face learning by implementing health protocols and online learning” (p. 5).

In the application, Teachers need new adaptations starting from adapting health protocols, the adaptation of online and offline learning, and various things that must be adjusted to the government's learning policies. Therefore, the limited face-to-face meetings are new challenges for the teachers to prepare learning materials and delivery methods of learning. Although the limited face-to-face meeting is a solution from the government for education units as an effort to reduce the negative impact of online learning on students. The policy of limited

face-to-face meetings in education units will discover various problems that must be faced in the implementation. According to Mustafa et al. (2021), “In the limited face-to-face meeting process, several problems will arise such as facilities and infrastructure, arrangement of learning places, number of students setting, and the duration of time for each lesson” (p. 5).

Delimitation of the Problem

The researcher wants to explore how the English teachers teaching online and offline and the problem frequently experienced by the English teachers. Based on the background and identification of the problem, the researcher first focuses on exploring how the English teacher implements online and offline teaching and the challenges in teaching during the limited face-to-face meeting. Second, the research is based on teaching experience from the English teachers when implementing both offline and online teaching. The research participant is English teachers from 2 junior high schools at Semanu.

Research Questions

Based on the background, identification of the problem, and delimitation of the problems, there are two research questions in this research, the research questions of this study are:

1. How do the English teachers implement offline and online English teaching in the limited face-to-face meetings during Pandemic COVID-19?

2. What challenges do English teachers face in implement offline and online teaching in the limited face-to-face meetings during Pandemic COVID-19?

The Purposes of the Study

Based on the research questions, the purposes of the study are:

1. To find how the English Teachers implement offline and online English teaching in the limited face-to-face meetings during Pandemic COVID-19.
2. To identify the challenges faced by English Teachers in implementing offline and online teaching in the limited face-to-face meeting during Pandemic COVID-19.

Significance of the Research

This research expects to benefit schools, Teachers, Government, and Other Researchers.

For Teachers

From this research, the teacher can get inspiration for teaching ways to implement offline and online learning during the limited face-to-face meeting and apply them in authentic Teaching. The teachers can find out about various challenges in Teaching and minimize the problems that appear in learning. Besides, the teacher's opinion about online and offline learning in the limited face-to-face meeting and can find out how teachers will teach in the future will prepare the teacher while teaching.

For students

With this research, students will know several things that must be prepared to face online and offline learning. This research is also helpful for students who become pre-service teachers in the language field or can inspire students or pre-service for teaching English.

For government

This research can provide feedback for the government to improve a learning system that is easily accessible for teachers and students. Besides, this research can provide information on the quality of the teacher. From the experience of teachers, it can provide an overview for the government to find out the weaknesses of systems so that they can repair them immediately.

For other researchers

This research can use as a reference by other researchers in the future for teachers' perceptions about teaching online. In addition to the questions, this research can be used to develop new research ideas on teachers' perceptions of online teaching.

Organization of the Chapter

This research report is divided into five parts, introduction, literature review, methodology, findings and discussion, and conclusion and recommendation. The first chapter is the introduction which explains the background of the research. The background discusses the topic and the situation of English teachers while teaching in limited face-to-face meetings. The second chapter explains the literature review. The literature review discusses the concept of limited face-to-face meetings, the schools' regulation in implementing limited

face-to-face meetings, the implementation of online and offline learning in limited face-to-face meetings, and the challenges experienced by teachers during limited face-to-face meetings. Also, the researcher provides the previous related study for obtaining references and comparing areas of research. The third chapter is the Methodology. Methodology explains the research design used in this study and the researcher way to collect from the participants and analyze the data. The fourth chapter is findings and discussions. After gathering the data from the interview participants, the researcher describes the teachers' experience during the limited face-to-face meeting and compared it using theory or findings in previous studies. The fifth chapter is the Conclusion and recommendations. In the Conclusions and recommendations parts, the researcher explains the points from the previous chapter. The researcher also gives recommendations that can help solve problems in learning Limited face-to-face meetings.