Chapter One
Introduction

Background of the Study

At the beginning of 2020, the world faced the spread of the Coronavirus disease (COVID-19). It has created disruptions to the education sector and a global health problem that is proved extremely difficult for the global health system to manage. The COVID-19 pandemic has shocked education systems in most countries around the world. In Indonesia, a Circular Letter was issued. The Minister of Education and Culture of the Republic of Indonesia, in law number 3 of 2020, stated that learning should be conducted online due to the concern of preventing COVID-19 (Makarim, 2020). The lockdown has compelled many educational institutions to cancel their activities, such as classes, examinations, and internships.

Furthermore, to move the online modes. Educational activities were severely affected due to the COVID-19 pandemic lockdowns. Some of the identified effects include; learning disruption, limited access to learning facilities such as laboratories, job losses in the education sector, increase in students' debts, reduced funding for education, research constraints, and loss of learning interests among learners (Onyema, 2020).

Thus far, COVID-19 could create many challenges and opportunities for educational institutes to strengthen their infrastructure. Besides facing the challenge of reprioritizing the curriculum, physical separation in distance learning has implications for the limited interaction between teachers and students. Most teachers are just conducting lectures on video platforms such as Zoom and Ms. Teams which may only be real online learning with a specific platform. Therefore, a teacher cannot guide and supervise as in face-to-face education, so this distance learning becomes a challenge for educators whether their learning interest is maintained.

Moreover, the teaching process has been conducted remotely through digital platforms, and the education model has changed dramatically. A study by Giovannella (2020) stated that

It was discovered that lecturers had an unfavorable opinion of using technology in online learning. Teachers' professional development in digital abilities is required to equip them for future instructional activities. Klapproth (2020) also agrees, recommending that teachers improve their digital skills. As a result, schools should provide them with the required computer hardware and software to encourage students to adopt online instructional methods.

A study by Wulandari, Rahayuningtyas, and Umaami (2020) showed that online learning during the pandemic causes many obstacles. Based on the data collected from that research, the obstacles were caused by the lack of smartphones and computers, students' enjoyment of the lesson materials, and lecturers' creativity in delivering the materials. It was considered that the unpreparedness of the lecturers to use online teaching was the obstacle to online learning, which subsequently harmed their academics. This is in line with a study by Yustina, Halim, and Mahadi (2020) found two obstacles' lecturers face in online learning: limited network facilities and the need for more engaging learning.

With the obstacle in online learning, teachers also provide online learning strategies to achieve the learning objectives. The strategies used by the lecturers in online learning during the pandemic are variative. Sutarto, Sari, and Fathurrochman (2020) stated that in online learning, lecturers should provide understanding and attention in any situation; Furthermore, according to Wulandari (2020) et al., "The lecturer preparing a brief, clear, easy to understand, and interesting learning" (p. 10). Meanwhile, Sutarto et al. (2020) added that lecturers should choose simple and attractive learning media and evaluate their learning regularly and continuously. Thus, this research will discover the obstacles and strategies lecturers face in online classes during the pandemic.

Statement of the Problem

The researcher has conducted initial interviews with some of these lecturers. The researcher learned that the obstacles and strategies in online learning during the COVID-19

pandemic impact students' learning process. Some obstacles in online learning are more technological devices, remote studying locations with a poor network, and a lack of internet data.

With the obstacles during online learning, lecturers apply various strategies to carry out online learning during a pandemic. Lecturers should apply strategies to achieve their teaching and learning goals. Thus, by investigating the problems of conducting online learning during a pandemic, the study's results are expected to provide solutions for possible problems in the future.

Delimitation of the Problem

Firstly, this research delimits the research focus. There are two focuses of this research, namely the obstacles faced by lecturers in online classes during the pandemic in the English Language Education Department of a private university in Yogyakarta and what strategies faced by the lecturers during online learning in the English Language Education Department of a private university in Yogyakarta.

Secondly, the research place is also delimited only at the English Language Department of a private university in Yogyakarta. The researcher has a specific criterion for the participants. The teachers are teaching at English Language Department 1) They own at least five years of teaching experience; 2) They agreed to participate in this study; and 3) They reside in Yogyakarta.

Thirdly, the researcher also delimits the participants in that only 6 participants will be recruited for this research. Based on several reasons mentioned, the teachers at a private University in Yogyakarta as participants were selected because they already hold roles as facilitators, motivators, innovators, and influences in supporting students' learning during the pandemic. Finally, the only research method used in this study is the qualitative method.

Research Questions

The research questions below are used as a guideline to conduct the research, namely:

1. What are the obstacles faced by lecturer in online learning during pandemic in the English Language Education Department of a private university in Yogyakarta?

2. What are the strategies faced by lecturers in online learning during the pandemic in the English Language Education Department of a private university in Yogyakarta?

Objectives of the Research

Based on the research questions, the objectives of this research are:

1. To find out the obstacles faced by the lecturers during online learning in the English Language Education Department of a private university in Yogyakarta.

2. To find out the strategies faced by the lecturers in online learning during the pandemic in the English Language Education Department of a private university in Yogyakarta?

Significances of the Research

This study is expected to give a contribution to several parties related to the research topic, namely:

Lecturer. This research is expected to help Indonesian lecturers in higher education to give strategy in online learning by designing efficient and time-effective strategies that are in line with the lesson goals to support future teachers who are planning to conduct online learning.

Students. The results of this study to make students interest during their online learning. Moreover, their learning process is expected to be in line with the goals. Thus, this research can be useful for future students in overcoming the problem of lack of interest in learning online caused by external factors such as the pandemic.

Future researchers. This research can be used by other researchers who plan to conduct similar research regarding online learning as their reference.