Chapter One

Introduction

In this chapter, the researcher provides information about the study's introduction. Some key points are covered in this chapter. First, the study's background explains why the researcher interested in discovering the obstacles that English teachers faced while teaching English through online learning in a rural area during the pandemic. This chapter discusses research questions to guide the analysis. In addition, the objectives of the study identify the research's specific goals or aims. The significance of the research is shown here by the advantages of the research for particular people. Finally, the organization of the chapters reveals how every topic is described.

Background of the Research

The Corona virus or known as COVID-19 pandemic is a popular topic for the past year since 2019. It did not take a long time after its appearance that pandemic was officially declared as a global pandemic by the World Health Organization on March 11, 2020. Pandemic is a condition when a disease is transmitted easily from person to person in many parts of the world at the same time (British Broadcasting Corporation, 2020). Pandemic is spreading rapidly in countries around the world, including Indonesia. This is the reason why the Indonesian government initiated a special policy that known as PPKM firstly on January 11 until 25, 2021 to prevent the spread of Pandemic (DetikNews, 2021). These policies are large-scale social restrictions, prohibiting going to a tourist

destination or places that trigger crowds, and the most influential thing is closing all public facilities including schools. This policy was indeed carried out to prevent the spread of pandemic, but it cannot be denied that this has a negative impact on education.

All schools are temporarily closed during the pandemic, either nationally or locally in several countries. Therefore, student and teacher are prohibited from going to school. At that time face-to-face learning activity is stopped and replaced with online learning activities. Students become carefree and fickle, as there were no regular classes or tuitions for them. Lack of teacher-student interaction affected the quality of education given to the students in rural area that uncommon with online method, because explain and understand the material becomes difficult in the online method (Das, Sahoo, & Pati, 2021). Furthermore, the pandemic program emphasizes the importance of using online learning models and applications to fulfill learning objectives (Schneider & Council, 2020). Online learning refers to "the learning experienced through the internet" either in the synchronous or asynchronous environment where students engage with instructors and other students at their convenient time and place (Singh & Thurman, 2019). The modes of interaction for online education are classified as asynchronous and synchronous. Asynchronous learning enables interactions between an educator and a student to take place at different times. Meanwhile synchronous learning requires the simultaneous presence of both participants in order for teaching and learning process at the same place and at the same time (Starkey, 2020).

Online learning is designed to resolve barriers between educators and students, especially those related to time, space, conditions, and circumstances. Online learning requires students and teachers to communicate interactively by utilizing information and communication technology, such as computers and even smartphones with the internet. Therefore, through online learning, educator and student do not have to be in one space and at the same time (Abd. Syakur, Sugirin, & Widiarni, 2020).

Online learning is used for various subjects, and one of them is English. English was made compulsory in secondary schools under the administration of the Ministry of Education and Culture through Presidential Decree No. 28/1990 (Zein, Sukyadi, Hamied, & Lengkanawati, 2020). English is a compulsory subject in Indonesia that has many benefits. Regardless of the many benefits that can be obtained if the student can master English, the teacher cannot deny that this lesson is still considered difficult to understand. This is due to the large amounts of tenses and vocabulary that must be memorized. The acquisition of English lessons might also be disrupted if the learning environment, whether at school or at home, does not encourage students to practice pronouncing (Sine, Bekuliu, & Loak, 2021). Issues like this are unlikely happen in urban areas such as Jakarta, where inhabitants seem to be well with the use of English. However, this condition will be different in rural areas where the use of English in daily activity is not widely known. Shikalepo (2019) state that some challenges faced by English teachers in rural area. For example, teachers do not have enough time, limited teachers

training and teaching technique/strategy in teaching English, there is a dearth of educated and competent English teachers, and there are insufficient facilities.

In Indonesia, many schools are receiving English lesson including schools in rural area. Rural area defined as an area marked by isolation in several ways, including significant distance from cities, services, and low population density (Effiong, 2020). In accordance with livelihoods, rural area is an area which has the major agricultural activities, such as natural resource management, as well as the role of the area as a place for rural settlements, services, governance, social services, and economic activities (Plessis, Beshiri, & Bollman, 2002). Another characteristic the fundamental feature of rural regions is that they are remote from cities and have traditional agricultural management. When considering rural development, difficult access to quality education, healthcare, and other important services becomes an unsolved issue (Dewi, 2020). In other words, the rural area is a legal community group with the authority to regulate and handle the local community's concerns based on the local history and traditions that are established in the national government system and exist in the district area. Additionally, people in rural areas also tend not to familiar with English because English is a foreign language, and they rarely use it as a daily conversation. This can also make it difficult for students and teachers to understand or teach English. Endriyati (2019) stated that teachers do not have enough time to make material, there is a dearth of educated and competent English teachers, and there are insufficient facilities.

There are studies have been conducted by researchers related to analysis of the obstacles that English teachers faced while teaching English through online learning during the pandemic (Nugroho, Ilmiani & Rekha, 2020; Chiatoh & Chia, 2020; Novita, 2021). Their studies revealed some obstacles faced by the teachers in teaching English online during the Pandemic. Other studies investigated the English online learning activities being implemented during the pandemic (Lestiyanawati & Widyantoro, 2020). Study conducted by Octaberlina et al. (2020) found that some English teachers in rural areas have encountered some obstacles when giving online lessons.

The previous research focusses on the implementation of teaching English online during pandemic such as the media that were used, the challenges faced by students, and implementation of strategies to teach students online. However, this study investigated the implementation of activities, related teaching English online perceived by teachers during the pandemic in rural area, and the obstacles of teachers in teaching students online in rural area. Teachers in rural area are the focus on the research. The researcher chose teachers as the focus of research because there were still few who chose to examine the perceptions of teachers about the obstacles and activities teaching English online in rural area are not explained clearly. This research is important for an educational institution to prepare teachers in the future. Knowing teachers' obstacles and the needs of activities in the implementation of teaching English online in rural area is important, so effective teaching system in rural area can be built to teach students in rural area.

The purpose of this study is to know the activity that they applied to students during the pandemic time, and to analyse English teachers' obstacles when teaching online in a rural area that is Wonogiri during the pandemic. Teaching English online in a rural area is not an easy thing to do. The teacher felt that the students were not doing the assignments given, but the students said that the material provided by the teacher was not clear enough to be used as learning material. This out-of-sync causes the online teaching and learning process to be hampered, and there are other obstacles that the teacher must overcome during the teaching process in pandemic time. Moreover, teachers must be able to prepare lesson plans and use technology in education practices in the current virtual learning environment. This is an essential topic to discuss, because the teaching process in rural areas is still deficient when compared with urban cities. Therefore, this current research aims to highlight what are teacher's activity and obstacles when teaching English online in a rural area during pandemic time and hopefully this research can increase the quality of teaching English online in a rural area after pandemic.

Identification of Problem

The learning system applied in Indonesia during the pandemic was quite different from the learning that was carried out before pandemic time. All subjects including English which were previously done face-to-face werre conducted online during pandemic. Teachers were expected to be able to compile the material as attractively as possible so that the virtual class feels fun and not boring. This was quite overwhelming for teachers who are used to teaching in real

time, because they must be able to adapt quickly to this online learning. Teachers in rural areas, in fact, must be able to consistently use available technology, even if they only utilize smartphones. Pandemic's rapid significant change in the educational system caused a lot of obstacles for English teachers, especially those in rural areas (Novita, 2021). Naturally, English teachers must quickly adapt to a situation beyond their control to assist students learn from home.

There are obstacles in teaching English, especially when using online learning in conditions of pandemic, and it is even more difficult if it is practiced in rural areas. Internet connection problems are the most common thing experienced by both teachers and students. In addition, students' learning motivation also decreases because of their learning position from home. Not only that, the teacher also experienced difficulties in compiling learning materials. English teachers also experience challenges due to their students' limited English vocabulary, because students do not have fundamental English from elementary school. Students also uninterested in English since they do not utilize it in their everyday lives, making them hesitant to study it. Furthermore, online teaching and learning processes are sometimes hampered by inadequate facilities. Hence, the researcher is enthusiastic to learn more about the activities that implemented to students, and the obstacles faced by English teachers in rural areas while teaching English through online learning during pandemic.

Delimitation of the Problem

The emphasis of this research is on the activities that be implemented by the English teachers in teaching English online during pandemic, as well as the

obstacles that English teachers encounter while teaching English through online learning in a rural area during a pandemic. Apart from the pandemic condition that unpredictable, teachers in rural areas should be able to adjust to the online learning system. This is due to globalization, a rapidly evolving era, and ever-increasing technological innovations. The researcher severely limits the study's concern to make it more focused. First, the researcher investigates the synchronous and asynchronous activities that English teachers' use to get through these obstacles. Second, the researcher considers the internal and external obstacles that English teachers faced in teaching English through online learning in a rural area during a pandemic. This is an essential topic to discuss because there had never been any research into this discussion before in Wonogiri area. Third, the research's participants are six English teachers from two different senior high schools in Wonogiri.

Research Questions

In this research, there are two research questions to be investigated. The following are some questions:

1. What are the activities that English teachers give to students through online learning during the Pandemic time in a rural area?

2. What obstacles do English teachers face in teaching English through online learning during the Pandemic time in a rural area?

The Objectives of the Research

Based on the research questions, there are two goals for this study. The following are the list:

1. To explore synchronous and asynchronous activity that English teachers give to students through online learning during the pandemic time in a rural area.

2. To ascertain the internal and external obstacles that was experienced by English teacher in teaching English online during the pandemic time in a rural area.

The Significance of the Research

This research intends to positively give benefit impact to several peoples, such as the researcher, English teachers, for the institutions, and other researchers.

For the researcher. From this research, the researcher can get knowledge about English teachers experience in teaching online during the pandemic time in a rural area. Moreover, this research presents activities that English teacher give to students in teaching English through online learning during the pandemic time in a rural area. Thus, the researcher should be able to overcome these obstacles in the upcoming years.

For English teachers. The availability of this research may be a consideration for English teachers who want to learn more about the obstacles that may be encountered while using the online method of teaching. Hopefully, this study may assist teachers in determining activities to overcome these obstacles if similar issues arise.

For the Institution. Hopefully this research can open up the insight about obstacle of teaching English in a rural area that never discussed before and can be used for inspiration and assist the institution to increase the quality of teaching English in rural area.

For other researchers. The researcher hopes that the results of this study can become references and additional information for other researchers who are researching the same topic.

Organization of the Research

There are five chapters in this research. Chapter one delivers about the research's introduction. This chapter contains some key points. First, the study's background explains why the researcher is interested in discovering the obstacles that English teachers faced while teaching English through online learning in a rural area during the pandemic. The research questions in this research include What are the activities that English teachers give to students through online learning during the pandemic time in a rural area?, and What obstacles do English teachers experience in teaching English through online learning during the pandemic time in a rural area?. In addition, the objectives of this study include to explore synchronous and asynchronous activity that English teachers give to students through online learning during the pandemic time in a rural area, and to analyze the internal and external obstacles that experienced by English teacher in teaching English online during the pandemic time in a rural area. Hence, this research is useful for English teacher, institution, and other researchers.

Chapter two is the literature review. This chapter explores theories regarding English teachers' obstacles when teaching English through online learning. Some topics are covered in this chapter, including the concept of obstacle, online learning and rural area. Additionally, this chapter also discusses activities that can be used for fulfilled the online learning include synchronous and asynchronous.

Chapter three delivers the methodology used in this research. This study applies qualitative approach and the research design is phenomenology. The researchers choose Wonogiri as the research setting. The participants of this study are six English teachers from senior high school in Wonogiri. This study applied interview guide approach. Furthermore, the research adopted the indirect question format, and the researchers choose an unstructured response as a response mode. Finally, the data analysis elucidates the steps of the data gathering.

Chapter four encompasses the findings and discussion. The findings of the data study are presented in this chapter. This research yielded two findings. The first is about English teachers' activities that give to students through online learning in a rural area during a pandemic. The second is about the obstacles that faced by English teachers in a rural when teaching English through online learning during the pandemic.

Chapter five contains the conclusion and recommendation. The research findings are summarized in the conclusion. The researcher concludes the results from chapter four. In the order to enhance future studies, the recommendation

provides several suggestions for English teacher, for institutions, and other researchers.