

Chapter One

Introduction

This chapter presents introduction of the study. The introduction discusses background of the study, statement and delimitation of the problem. The next points are research questions, objectives of the study, and significances of the study. The last part is the organization of this chapter.

Background of the Study

This world is facing a problem because of the spread of corona virus. COVID-19 is infectious and affects most parts of human immunity (Barry & Kanematsu, 2020). Many life aspects get the impact of this pandemic. COVID-19 pandemic has had a deep impact on the teaching and learning process. The governments decide to lock down the city and limit some activities that gather large numbers of people such as educational activities, markets, and other public places. As a result of the pandemic, teachers' world-wide must quickly adapt and shift to change the teaching system.

Teaching should be continued during the lockdown. Schools in Yogyakarta received an announcement that they were required to teach their courses online after March 2020 (Kemendikbud, 2020). The schools in Yogyakarta were immediately closed during the break and only allowed essential workers such as the security, information staff, and some teachers at school. Students were given an extra break and the teacher could prepare the online course. It should be mentioned that the schools' life was drastically changed. A lot of activities do not run well such as sports, social activities with friends, and benefits of school life.

The pandemic also changes the system of the English teaching process. Communication in English demands a good mastery of English skills. English teaching includes some skills to be mastered by the students. These skills are listening, speaking, reading, and writing skills. There are some segregations into separate skills in language teaching such as listening and reading described as receptive skills while speaking and writing are often explained as productive skills (Harmer, 2007). There appear new adaptations to teach the skills for the students.

English as a foreign language may occur in any country. English learners study English for various purposes: passing the test, developing their careers, pursuing their education, etc. English as a foreign language is part of the educational curriculum in most countries particularly in public or private schools. At the level of senior and junior high schools in Indonesia, English is a compulsory subject. English is a mandatory subject to be taught at Junior High School and at Senior High School for three years in Indonesia (Lauder, 2008).

Teacher should consider deciding teaching technique that carry out the use of English as a foreign language. Guiding and facilitating learning, enabling learner to learn, and setting the condition for learning are some of teacher important abilities to conduct teaching and learning process. According to Hermer (2007), “The study of function and how the learners are realized in language, has had a profound effect upon the design of language teaching materials, making language purpose a major factor in the choice of syllabus items and teaching techniques” (p. 27).

Environment and teaching sources can also influence the students in learning. In the context of the COVID-19 pandemic, the teaching and learning environment automatically change. Teachers need a teaching method in teaching English as a Foreign Language in the context of COVID-19 pandemic. Teaching method is a tool for the teacher to deliver the learning material to the students both of face-to-face meeting and online meeting. The delivering process uses educative interaction that is suitable in online teaching. Using the teaching method can affect the learning process and students' achievement. Thus, the teaching method should have a lot of benefits in the online teaching and learning process.

However, there are some problems in teaching English as a foreign language during COVID-19 pandemic. English as a foreign language should teach some skills of language competence. This is the challenge for the teacher to deliver the materials that integrate language competence. The regulation in Indonesia led to the English language being integrated into the syllabus in educational system. Thus, students should pass the English as a foreign language subject to fulfill the requirement to graduate. Not only a requirement to graduate, the goals of English as a foreign language in educational system is the students can implement English spoken and written to develop their personal skills.

The researcher chose the implementation of English teaching, problems and solutions that were faced by the Secondary English teachers in teaching English as foreign language during COVID-19 outbreak as the research topic because it is a new situation for the teacher to conduct teaching and learning process. Before this pandemic, secondary school always conducted face-to-face teaching and learning process. According to Jayanti and Norahmi (2014), English

has been put into priority as the first foreign language and become compulsory for secondary school students. The researcher chose secondary school because in this level teacher teach more complex English material than primary. Most of the previous studies observed tertiary teachers. Additionally, pandemic situation makes English teaching in secondary schools more complex. It is new system for school to conduct totally online teaching. So, it may rarely previous studies related to teaching English as a foreign language during COVID-19 pandemic in secondary school. This research is helpful for the teacher in minimizing the problems, giving solution of the problems, and providing the implementation of teaching English as a foreign language in the context of the COVID-19 pandemic.

Identification of the Problem

COVID-19 pandemic gives a lot of impact on the educational system, especially for English as a foreign language teaching. Starting from March 2020, Indonesia has been applying a new form of the education system. It changes to be online learning to decrease the spread of COVID-19. It is a new condition for English teachers. This condition forces the English teacher to use technology in teaching. English teachers should consider the strategies to run the teaching and learning process as well as possible.

The goals of English as a foreign language teaching is to make students can communicate using English both of oral and written. Some problems appear when teachers teach in English as a foreign language in the context of the COVID-19 pandemic. Usually, the English teacher delivers English as a foreign language material using face-to-face method. Now, it changes quickly to be a distance learning process using technology. The most challenging teaching in the

context of the COVID-19 pandemic is the lack of adequate preparedness for biological disaster (Izumi, Sukhwani, Surjan, & Shaw, 2020). Internet facility is one of the most important points to do English as a foreign language online class. Not all teachers have good internet connection at home. Some English teachers felt difficult to build the material that is suitable for teaching English as a foreign language in the context of the COVID-19 pandemic. English teachers should design material effectively. So, the student can catch up on the material easily during English teaching synchronous and asynchronous meetings.

There are some problems faced by English teachers in teaching online English as a foreign language. Based on Atmojo and Nugroho (2020), English teacher found some problems in English as a foreign language teaching during COVID-19 pandemic such as teachers' have lack of digital literacy, difficulty in designing English material, and unstable internet connection. It happens to the senior teacher who usually used conventional teaching in school. Teachers who have a lack of digital literacy are difficult to conduct English as a foreign language online class. Another problem is the teachers must find effective way to give feedback and create some new component of grading to the students. Before this pandemic, the teacher gave a face-to-face feedback and assessment to the students. Now, the teachers have to use an online platform to assess the students. It is difficult because the teacher make sure its effective online assessment or not for English language competence.

Delimitation of the Problem

For this research, the researcher limited the investigation to the area of the implementation of English teaching in secondary school, teachers' problems and

the solutions of the problems in teaching English as a foreign language during COVID-19 pandemic in Yogyakarta. The data for this research were taken from six public secondary English teachers who taught English as a foreign language during COVID-19 pandemic. The purpose of this research was to know the implementation of English teaching and to find out the problems that were faced by the secondary English teachers and the solutions of the problems in teaching English as a foreign language during COVID-19 pandemic.

Research Questions

The research questions are presented below:

1. How is teaching English as a foreign language undertaken by secondary school teachers in Yogyakarta during COVID-19 pandemic?
2. What are the problems faced by secondary school teachers in teaching English as a foreign language in Yogyakarta during COVID-19 pandemic?
3. What are the solutions of the problems for secondary school teachers in teaching English as a foreign language in Yogyakarta during COVID-19 pandemic?

Research Objectives

Based on the research question, the aims of this research are:

1. To know how teaching English as a foreign language during COVID-19 pandemic undertaken by the secondary school teachers in Yogyakarta.
2. To know the problems faced by secondary school teachers in teaching English as a foreign language in Yogyakarta during COVID-19 Pandemic.

3. To find out the solutions of the problems for secondary school teachers in teaching English as a foreign language in Yogyakarta during COVID-19 Pandemic.

Significances of the Research

The result of this research is expected to give benefits for some parties such as the researcher, English teacher, and the future researcher. The Explanation is presented below:

The Researcher

After conducting this study, the researcher is expected to get a deep understanding related to teaching problems and the solution in English as foreign language during COVID-19 pandemic. Moreover, as a prospective English teacher, the researcher can implement the activity that related in English online teaching, minimize the problems and use the solutions to solve the problems. The researcher also has more information about the theories from the expert that have done research related to teaching English as foreign language problems.

English Teachers

The teacher can minimize the problem of teaching English as a foreign language in this pandemic situation. Moreover, this study can help the teachers to make interesting online English as a foreign language teaching in the pandemic situation. Teacher can use the solutions to solve the problems that arise. So, the activity of teaching English as a Foreign Language during COVID-19 pandemic can run well and succeed.

The Other Researchers

This research can help another researcher to continue this research to a deeper research. Then, the future researcher also can take some points to conduct particular research in a similar topic. This research can be used as their references.

Organization of the Chapter

This research consists of five chapters that English as a foreign language explain an overview of each research chapter. The explanation is presented below:

The first chapter presents the introduction of the research. In introduction, there are seven parts namely background of the research, statement of the problem, delimitation of the research, research questions, objectives of the research, significance of the research, and organization of the chapters.

The second chapter of the research is a literature review. This chapter provides all the information and basic theory which cover problems and solutions faced by the teacher during online teaching. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers the implementation of online teaching, problems faced by the teacher, solutions of the problems, review of related studies, and conceptual framework.

In chapter three, it discusses the research methodology. This chapter gives a clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists of seven parts of methodology namely research design, research setting, research participant, data collection technique, data collection procedure, data analysis, and trustworthiness.

In chapter four, it discusses the research finding and discussion. This chapter provides detailed information about the data collection from the

conducted research and analysis of the data. Besides, the researcher also relates the finding to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five includes the conclusion and suggestion. In this chapter, the researcher presents the conclusion of the research finding related to the research problems. Also, this chapter contains the suggestion for some parties related to this research.