

Chapter One

Introduction

This chapter shows the background of the study, identification of the problem, delimitation of the problem. Additionally, this research provides two research questions and two research objectives, also the significance of the research. The last part explains the organization of the chapters.

Background of the Study

The world is currently agitated by a new virus from China, namely Covid-19. Unfortunately, this virus quickly entered Indonesia on March 02, 2020 (Ihsanuddin, 2020). This virus has affected many sectors of public life, including aspects of Education. This happened because during the Covid-19 pandemic, most governments temporarily closed the education sector to minimize the spread of the Covid-19 virus (UNESCO, 2020). Next, according to Jokowi, the President of Indonesia, because of Covid-19, the Indonesian government make a policy to study from home for all education levels.

Moreover, since the pandemic crisis has hit the education sector, all schools should close the gates and conduct online learning. This made the teachers rearrange the lesson plans to fit the online learning condition during the Covid-19 pandemic. This statement similar with Head of the Education Office of South Tangerang, Taryono who declared, "The implementation of online learning has been carried out since Monday, March 16, 2020 in line with the Regional Head's policy to temporarily suspend activities in schools under the authority of

the Tangerang City Government.” He also added, “We made a circular letter about studying at home and teachers also working from home” (Ministry of Education and Culture, 2020).

Besides, the teachers should adapt to technology to modify the lesson plans, while the students also should adopt information and communication technology during the Covid-19 pandemic. The function of information and communication technology is to help the learners modify their learning and have a lot of access to find the information while their teachers cannot provide (Lam and Lawrance, 2002; Gilakjani et al., 2017). Also, the use of technology can encourage the students to be more involved in online learning. This statement is in line with Raja and Nagasubramani (2018), who stated that the impact of modern technology could enhance student’s learning and interactivity.

However, even though technology can encourage the students to become more involved in learning, there are challenges in using technology. This statement is supported by Prez (2015), who stated that teachers do not have an interest in using technology and they have challenges in implementing the technology. Based on an informal interview with one of the English teachers at a senior high school in Yogyakarta, the most challenging technology is on the internet connection quality. The English teacher explained that the internet connection was unstable when she wanted to start the lesson.

Moreover, the internet connection quality in the school is slow at certain hours. Also, the teachers explained that some students have low motivation in

learning because they do not know how to use the online learning tools. Thus, these made the teachers faced difficulty in using technology. On the other hand, technology's role cannot be separated from Education because technology is developing very fast, including online learning and distance learning technology. This issue certainly impacts and becomes an opportunity and challenge on the education sector, which demands the teachers, students, and everyone to be ready for this change which is conducting online learning during the Covid-19 pandemic. Therefore, everyone must adjust to the condition. Moreover, this pandemic period should be momentum for teachers to increase their mastery of technology, especially online learning tools. According to UNESCO (2020), some educational online learning tools can be used during the Covid-19 pandemic, and most of these tools are free and can be used for multiple languages namely Google Classroom, Schoology, Zoom, Edmodo, Microsoft Teams, and WhatsApp.

Furthermore, during the pandemic, the education sector should adopt to online mode. The teachers should think of how the learning process can run in the mid of the pandemic and what method and online application can use for learning. It forces the teachers to have severe considerations on how students and teachers are prepared to be effective even though transferred from classroom to online application (EPALE Moderator, 2020). However, in implementing online learning, some problems are faced by English teachers in a state senior high school in Yogyakarta. Based on an informal interview with one of the English teachers at state senior high school in Yogyakarta, the teachers reported the problem that they faced during the Covid-19 pandemic, especially at the

beginning of the pandemic, such as lack of mastery in using technology, the students do not submit the assignment on time, the internet connection quality, and internet charge. Then, the English teachers also explained that during this Covid-19 pandemic, they were struggling to teach the students because some of the students could not access the materials for learning due to a lack of mastery in using online learning tools. Besides that, the English teachers stated if the learning sometimes did not run effectively because both the teachers and the students had not been familiar yet to use Google Classroom. Thus, to answer the problem at the state senior high school in Yogyakarta, the researcher is interested in conducting a research entitled “Exploring the Online Learning Tools used by English Teachers during Covid-19 pandemic.”

Identification of the Problems

The identification of these problems is based on informal interview and observation from the researcher. The researcher found some problems that are faced by the English teachers. One of the problems is the challenge for some English teachers in operating the technology, which the English teachers should implement in their teaching and learning. The reasons are first, the English teachers are not well-trained to implement ICT in their teaching and learning. The English teachers seem to have difficulty in operating technology especially online application to integrate in the English teaching and learning process. From the preliminary interview with the teachers, it is found that they expect to have prior trainings before using technology. Therefore, the teachers still need more time to learn how to teach through online application during Covid-19 pandemic.

Second, the teachers are lack experience in teaching English by using online tools. The teachers seem to struggle to distribute the materials to the students adequately. The teachers rarely use the online application to teach the students before the pandemic. It means that it is still a problem for the teachers.

Third, limited infrastructure and unpreparedness from students to study at home make online learning ineffective. The students were having difficulty accessing the materials, submit the assignment, and doing video conferences. Moreover, the lack of infrastructures such as internet providers and smartphones also make students cannot study properly.

Fourth, connectivity is also the main problem during online learning and teaching. Most of the students and teachers struggle during video learning because of the unstable connectivity. Added, to distribute the materials and submit the assignment is delayed due to connectivity. Therefore, online learning does not work effectively.

Delimitation of the Problems

The researcher limits the research to be more in-depth and not too broad from the information and the challenges above. The research focuses only on exploring online learning tools used by the English teachers at senior high school in Yogyakarta, the English teachers' considerations in choosing the online learning tools and exploring how the teachers use these online learning tools. The participants in this research are the English teachers at senior high schools in Yogyakarta who have been teaching for more than two years.

Research Questions

In this research, there are two research questions. The research questions of this study are:

1. What are the online learning tools used by the English teachers and what are their considerations in choosing them?
2. How do the teachers implement these online learning tools in the teaching and learning process?

Research Objectives

Based on the research questions, the objectives of this study can be formulated as follows:

1. To explore the online learning tools used by English teachers, and their considerations in choosing these online learning tools during Covid-19 pandemic.
2. To explore how the teachers implement these online learning tools in their teaching and learning.

Significances of the Research

By finishing this research, the researcher hopes that it can give the benefits to the teachers, pre-service teachers, and future researchers.

Teachers

This research is expected to inform the teachers about online learning tools to implement during a pandemic or regular situation. It will also inform the

teacher's new references and considerations about online learning tools to teach English. Moreover, the researcher expects that the English teachers have considerations and overview about how to implement each online learning tools in their teaching.

Pre-service Teachers

The result of this study is to inform pre-service teachers about lists of online learning tools. The researcher expects those pre-service teachers to learn how to use each online learning tool by reading it. Therefore, the pre-service teachers can learn the online learning tools autonomously to improve their skills in operating online learning tools that can be implemented when they become English teachers.

Future Researchers

The other researchers can use this study as a reference and explain more about the literature. Moreover, can take it into considerations when using online learning tools. Other benefits, the researcher hopes that future researchers can find the gap from this study.

Organizations of the Research

This research is divided into three chapters, introduction, literature review, and methodology. The introduction explains the study's background, which explains why the researcher is interested in conducting this topic. Then, the problem's statement explains the problem that occurs related to the topic and followed by the limitation of the problem, which the researcher tries to focus on.

Next, in this research, the researcher has two research questions: 1) What are the online learning tools used by the English teachers and what are their considerations in choosing them? And 2) How do the teachers implement these online learning tools in teaching and learning? This research also has the study's objective and the study's significance, which explains this research will benefit the teachers, students, and future researchers. Additionally, the organizations of the research are also provided in this section.

Next, chapter two provides the literature review. The literature review is usually used to review previous literature in the form of a journal article, books, etc., that will be compared with this research. Moreover, in the literature review, the researcher reviews the definition of online learning tools along with types of online learning tools, English teaching and learning, offline and online learning. This research also explains previous related studies as well as provides the conceptual framework.

The third is methodology. Methodology discusses the research approach and design used by the researchers and the setting of this research. The researcher employs a qualitative approach and phenomenology qualitative design. The researcher will research five different schools in Yogyakarta with ten English teachers as the participants for the research setting. Finally, in chapter three, the researcher also provides the data collection method, data collection procedure, data analysis, and trustworthiness.

The fourth chapter discusses the findings of the research and discussion.

This chapter includes the analysis from the data that the researcher collected from the interviews. The researcher found six types of online learning tools, the consideration, and the implementation of the online learning tools. These findings are also supported by previous research that used by this research. The fifth chapter is the conclusion and suggestions. This part explains the summary of the research along with suggestion for the English teachers, pre-service teachers, and future researchers.