

## **Chapter One**

### **Introduction**

This chapter contains the introduction of this study. Based on this study, the researcher examined several points which were discussed. The first point is the background of the study and identification of the problem, which explained why the researcher was interested in knowing the teachers' perceptions of monitoring students' learning processes in online learning. The second point is the delimitation of the problem, which explained ways of solving the problem including the research question and the participants of the research. In addition, the research questions were presented for guiding the analysis of the research focus, and the research objectives were presented to give the purpose of the study. The fourth point is the significance of research, which explained the benefits of the results related to the research topic. Finally, the organization of the research described information about the outline of each chapter in this study.

### **Background of the Study**

The spread of the COVID-19 has a profound effect on the economic world which was starting to fade. This pandemic occurs in society, especially in the educational world. The policies taken by many countries, including Indonesia by dismissing all educational activities make the government and related institutions present alternative educational processes for students, and they cannot carry out the educational process in educational institutions. The COVID-19 pandemic is undoubtedly a tough test for all nations, testing the ability of all nations to be able to take wisdom by continuing to

strive to find solutions to all current problems. As a big nation, Indonesia must be able to overcome all existing problems. This is proven by Indonesians' preparedness for all possibilities, with the use of technologies to provide online learning activities (Abidah, Hidayatulah, Simamora, Fehabutar, & Mutakinati, 2020). Learning activities are a process used in the field of education to provide the best way to teach students. Sometimes the teachers use various ways to implement learning media in their learning activities, such as textbooks, flashcards, Power Point presentations, video learning, and other relevant learning media. Unfortunately, in this situation like this, it is difficult to implement to students due to the Covid-19 pandemic, resulting in learning activities carried out through online learning.

Online learning is a method in which teachers and students learn virtually. According to Efriana (2021), online learning is a learning method which uses technologies in which it enables students and teachers to share knowledge and communicate more easily over an unlimited distance. Through online learning, teachers can provide various learning media, such as Zoom, Google Meet, WhatsApp, YouTube, and Google Classroom. However, online learning is divided into three contexts in the learning activities, namely synchronous online, asynchronous online, and blended online. The environment in which the teacher and students meet online on a specific online platform, such as a face-to-face online meeting with Zoom, or Google Meet as media for teaching and communicating about a lesson is called synchronous online learning (Amiti, 2020, p. 62). On the other hand, asynchronous online learning provides flexibility as students do not have to be online at the same time because they

are able to conduct their learning (p. 171). Moreover, students can also work at their own pace as they can learn anytime and anywhere with video-based media, like YouTube or group discussion (Chaeruman and Maudiarti, 2018). Learning can take place in different situations, between face-to-face and virtual classroom teaching; therefore, it is a mixed method of asynchronous and synchronous learning which is called blended online learning. According to Chaeruman, Wibawa, and Syahrial (2018), the blended online learning uses messaging, discussion sheets, or quizzes as a medium, like WhatsApp. Teachers can provide material for each platform application. Furthermore, teachers can define the assignment process and students can see the deadlines or the assignments they have assigned.

At that time, the online learning has been conducted in the teaching process. One of them is a teacher who teaches English subjects at a private senior high school in Yogyakarta. The teaching and learning process uses digital applications, such as WhatsApp, Google Classroom, YouTube, Zoom, and Google Meet. Meanwhile, the teaching and learning process will continue with the ongoing COVID-19 pandemic situation. This is certainly a weakness in monitoring the learning process in online learning. According to Alrefaie, Hassanien, and Al-Hayani (2020), monitoring the learning process in online learning is an activity conducted by teachers to look after the students' learning process by guiding, supervising, and evaluating in order to achieve the educational goals toward online learning. The monitoring provided by the teachers requires them to take part in online learning. Their participation and activity levels are low, especially during face-to-face meeting. The monitoring of online learning used by

teachers in the school namely individual monitoring. It takes time for teachers to adapt all monitoring activities to the students' learning processes. Even though teachers have tried hard to carry out various methods in their monitoring activities at each meeting by providing interesting teaching activities, not all students seem to think that they are interested. Every student cannot be monitored and controlled by the teacher in online learning directly, so there are difficulties for the teacher in giving an assessment of the students' learning processes.

In relation to monitoring the learning process through online learning, there are three previous studies which are used as references. The first study was conducted by Sukartiningsih et al. (2020) which focused on senior high school teachers' perceptions toward monitoring and evaluating activity using online media. The study explains how the monitoring and evaluation process in online learning were conducted. The study also explains that teachers used various applications and produced online learning monitoring modules such as self-monitoring activity related to monitoring the online learning process.

The second study was conducted by Cahyono, Nehe, and Nugroho (2021) which focused on the effectiveness of monitoring in the online learning process during COVID-19 pandemic. The study explains how to monitor the students' learning processes during pandemic. The study also explains the use of various applications such as WhatsApp, Google Classroom, or Zoom as monitoring tools for online learning media, and an effective way in the online learning process is to ask parents assisted in the monitoring students' learning processes.

The third study which was conducted by Leithuillier, and Nkengne (2020) teachers face particular challenges due to a lack of digital application capability for monitoring the learning process. Besides, it takes time for teachers to learn how to use and implement the platforms in each online application before they can conduct the monitoring activity. Moreover, both previous studies and current study used a qualitative method. Unlike the previous studies whose participants are vocational high school teachers and students, the participants in the current study are senior high school students and English teachers. Furthermore, the first previous study only explained about the implementation of monitoring and evaluating the learning process during pandemic era, and the second previous study explained about the strategies for monitoring online. The third previous study focused on challenges faced by students when joining the monitoring learning process online. Whereas the current studies focused on challenges and strategies for monitoring students' learning processes in online learning at senior high school level.

### **Identification of the Problem**

Theoretically, the learning process can be more interactive, but in reality, more students do not participate because of some factors. Meanwhile, in a pandemic situation, the students must do the online learning at home or work from home. In a private senior high school in Yogyakarta, based on interviews with teachers, several problems were identified.

The first problem is only few students in online learning submitted assignments with interest, enthusiasm, and dedication to each task. This is one of the impacts of

learning carried out through online media or distance learning. Meanwhile, the teachers explained that they had difficulty controlling and assessing the students' learning processes in online learning. Lack of control occurred because teachers often saw students who abstained from a face-to-face online learning activities until finished. Some of students, on the other hand, frequently submit their tasks late in submitted or do not finish the task at all. Teachers had difficulty monitoring students' academic scores in online learning due to limited assessment.

The second one is more students do not follow the lesson. It happens because the learning process is considered boring. Meanwhile, the teacher used various applications as monitoring learning media, namely Google Meet, Zoom, Google Classroom, and YouTube in online learning. Likewise, teachers only used one monitoring method to check on their students' learning processes in online learning, but did not use sequence monitoring activities in all meetings.

Last but not least the teachers previously did not understand the use of some platforms in the applications such as, synchronous online meeting platform (Zoom, or Google Meet) and asynchronous online learning platforms (Google classroom). Many of them had not received training before, especially during the COVID-19 pandemic. They ran test on the applications before the online learning monitoring process began, so many learning processes were delayed.

## **Delimitation of the Problem**

In the online learning process, monitoring the learning process is one of the most important activities which teachers should implement in learning activities. However, in the learning process, teachers certainly do the monitoring before or after starting the lesson, so they will know the students' learning processes. To make this study more effective, the researcher limited the analysis to two discussions. First, the researcher identified the strategies for monitoring students' learning processes. Second, the researcher analyzed the challenges faced by the teachers in monitoring students' learning processes. The participants in this study are four English teachers from a private senior high school in Yogyakarta.

The researcher aimed to find out how the teachers perceive challenges and strategies for monitoring students' learning processes in online learning. The participants of this study are four English teachers from a private senior high school in Yogyakarta.

## **Research Question**

According to the limitation of the study, there are two research questions which were discussed in this study:

1. What are the challenges faced by English teachers in monitoring students' learning processes in online learning?
2. What are the strategies of English teachers in monitoring students' learning processes in online learning?

## **The Objectives of the Study**

Based on the research question, the aims of this study are as follows:

1. To examine the challenges faced by English teachers in monitoring students' learning processes in online learning.
2. To identify the strategies used by English teachers in monitoring the students' learning processes in online learning.

## **Significance of the Study**

This study has some advantages which are significant to some people, such as teachers, students, and also future researchers.

### ***Teachers***

This study aimed to find the difficulties faced by teachers in monitoring students' learning processes in online learning and the strategies implemented by the teachers. Teachers can implement this study for solutions if they encounter several problems in monitoring the learning process activities. The teachers can also apply the strategies of monitoring.

### ***Students***

Learning activities have become one of the most difficult for students to complete since the pandemic situation. The students can use this study as a reference and source of knowledge in understanding the learning process. Therefore, this study can be used to make students aware of their responsibilities as students in relation to completing assignments.



### ***Future researchers***

The findings of this study analysis can also be used as a reference by researchers who want to conduct research as a reference. Thus, this study is also expected to be a reference to support those who want to do research in the same area of study for different purposes.

### **Organization of the Chapter**

The study is divided into five chapters namely introduction, literature review, methodology, findings and discussion, conclusion and recommendation. In addition, each chapter is divided into several parts.

The first chapter explains the introduction of the study. The introduction has seven points which discuss the background of the study, identification of the problem, delimitation of the study, the research question, the objective of the study, and the significance of the study. The researcher also presented the organization of the chapters in the introduction. The second chapter is the literature review. This chapter explains information and theoretical background which support the discussion of the topic. It provides the definition of monitoring the learning process in online learning, types of online monitoring, and strategies and problems in monitoring students' learning processes. It also includes some theories related to the study. This study adds a review of related studies and a conceptual framework. The third chapter is research methodology. The chapter explains about how the researcher collected the data. This chapter is divided into seven parts, namely research design, research setting or

participant, data collection method, instruments, data collection procedure, data analysis, and trustworthiness.

Chapter four is the findings and discussion. This chapter provides detailed information on data analysis. Moreover, this chapter explains about the findings of the research compared to the relevant literature review. It also contains outcomes of the research question. The final chapter is the conclusion and recommendation. This chapter presents the conclusion of the research findings related to the problem. Some recommendations were also provided in this chapter which can help teachers, students, and other researchers.