# CHAPTER I

**INTRODUCTION**

## **1.1 Background**

Regarding the spread of virus case that originaly comes from the China,Wuhan, all people from all over the world are being shocked by the pandemic of this virus called Corona or better known as COVID-19 (Corona Virus Diseases-19). It spreads very quickly and is deadly. Covid-19 spreads through direct physical human contact. It is transmitted through the mouth, nose and eyes. The government and religious institutions have made efforts to prevent the spread of the COVID-19 virus by issuing several regulations for the public to obey (Syafrida, Hartati, 2020).

The government's decision instructs to have large-scale social restrictions as a result of anticipating the spread of the COVID-19 virus. It has an impact on people's lives in general. One of the impacts of this pandemic is a considerable influence on activities in the field of education. Some of the consequences of the COVID-19 pandemic on the world of education that can be mentioned include the widespread closure of schools, starting from early childhood education, elementary and middle schools to university level (Martoredjo, 2020).

In the midst the implementation of School From Home (SFH) (March to early June 2020), the government faced various obstacles. The application of SFH has displayed challenges in executing online learning frameworks, particularly within the utilize of offices and the accessibility of foundation, which has been negligible so distant. Also, the move of directions that customarily have been through face-to-face to more roundabout strategies has constrained schools to lock in a learning stream that has complexities and confinements (Rasmitadila *et al.*, 2020). This pandemic saw a mass reduction of employees. Since the implementation of social distancing, it has had an impact on education in Indonesia. There are also new skills that teachers and school leaders need to improve in teaching learning strategy during this pandemic. It will be critically relevant, essential to learn how to communicate productively with both incoming and existing educators. In terms of distance learning and in blended and hybrid types of learning (Hammond & Hyler,2020).

Minister of Education and Culture Nadiem Makarim said the conditions of the COVID-19 pandemic did not allow teaching and learning activities to take place normally. There are hundreds of thousands of schools closed to prevent the spread, around 68 million students carrying out learning activities from home and about four million teachers carrying out remote teaching and learning activities (Kemendikbud, 2020). With the arrival of the pandemic, even bigger efforts area unit involved in meeting the social-emotional desires of kids and implementing trauma- and healing-informed practice, while creating up for learning loss and getting ready for the approaching unpredictable combinations of distance learning, homogenized learning, and in-classroom learning (Hammond & Hyler, 2020) .

Among the policies were taken to deactivate educational activities, from an early age education to higher education institutions in the campus environment to carry out sterilization and to self-quarantine students, lecturers and educational personnel, Including not holding meetings in public places as well as holding online lectures and thesis guidance. It gives affects a very large impact for education, because in order to stop the spread of this pandemic all students and teachers and lecturers held teaching and learning activities from home that suddenly made no preparation at all. All schools are closed and are required to implement online learning, since March 2020.

The unpreparedness of all elements in education is one of the major obstacles, the change in teaching and learning from face to face to an online system requires readiness from all elements starting from the government, schools, teachers, students, and also parents. Strategies and readiness that must be prepared by educators "Most important, to understand the characteristics, the processes, the outcomes and the implications of online practices" (Carillo & Flores, 2020) , this shows that the important factors as the goal of a teaching educator in general, during the COVID-19 pandemic there are four things. “In times of disruption and re-lying on online teaching, this can be empowered by integrating flipped learning which showed a positive effect on students' learning, attention , and evaluation of learning (Tang *et al.,* 2020).

        From previous research in the journal entitled "When are we going to have the real school? A case study of early childhood education and care teachers' experiences surrounding education during the COVID- 19 pandemic" which investigated two private early childhood teaching and care centers in a country that created a small island in the Pacific adapted to tutoring during the COVID-19 pandemic period. They conducted case studies to examine how the teachers' views, feelings, and teaching strategies and techniques would be applied during the pandemic to young people there and this research could reveal how two early childhood care and teaching centers increased the delivery of appropriate teaching instruction in times of emergency such as this pandemic (Dayal,Chand, Tiko,& Lavinia, 2020).

 In the previous research (Ramadhiyah & Lengkanawati, 2020), they found that the teachers had willingness to facilitate the learners to be more autonomous, but it was not fully implemented, the students were also still dependent on the teacher because they were accustomed with the teacher centred learning environment. Student autonomy is concerned with applied online learning, students are expected to be more independent in developing and exploring the material during online learning that has been provided by the teacher through various available sources, both from internet and books. Even though the implementation is the teacher still has to direct students in giving the previous material because students are also still dependent on the teacher.

 The COVID-19 virus pandemic in Indonesia and even the world has impacted many schools to stop the face-to-face learning process from becoming an online system by utilizing technology that has been developed today. Using technology in English learning is how this face-to-face learning can answer problems that exist in English education in particular. TAM was developed through a psychological theory that explains the behavior of computer users based on beliefs, attitudes, intentions, and user behavior relationships (Yulianto, 2011). Technology Acceptance Model (TAM) is one model that can be used to analyze the factors that affect the acceptance of a system / information system.TAM, which was first introduced by Davis, is an application and development of Theory of Reasoned Action (TRA) which is specialized to model user acceptance of information systems. The purpose of TAM is to explain the determinants of acceptance of information-based technology in general and explain the behavior of end-users of information technology with a fairly wide variation and user population. Ideally a model is a user, and a model should be a predictions, accompanied by explanations, so that researchers and practitioners can identify why certain systems may not be acceptable, so it is necessary to take revision steps in order to take corrective steps, to overcome them. TAM aims to explain and predict user acceptance of a technology. TAM is the development of TRA and is believed to be able to predict user acceptance of technology based on the impact of two factors, namely perceived usefulness and perceived ease of use (Davis, 1989). The original construction of TAM formulated by (Davis, 1989), is perceived usefulness, perceived ease of use, attitude, behavioral intention, actual use and added some external perspective. In which the role of the teacher as an educator, motivator, and even as a facilitator remains in essence a teacher even without face-to-face learning. Learning is an activity that requires encouragement from parents, teachers, friends and others in order to remain enthusiastic in increasing student knowledge.

 Face-to-face learning is commonly done by teachers with various strategies and methods in order to achieve meaningful, enjoyable learning and achieve the expected goals. However, with distance learning, it requires special strategies so that learning remains fun and does not cause bor edom. That is what teachers demand, especially English teachers. Teachers are always expected to have better online teaching strategy so that teaching learning activities becomes active as usual. It can be given by having conversation, discussion about teaching materials or reading materials that have already been translated. So that children become enthusiastic in their online class. Then giving the tasks of translating from English to Indonesian. In this case the students may use the dictionary or by using translation application. It will be a lot of fun. For grammar understanding, students are directed to watch some media that the teacher has directed, which can be in the form of videos, and familiarize students to read text or stories in English. So this strategy can help the students to be easy to practice it in their daily life. Another strategy, the teacher may also use audio to make conversation between the teacher and the students in their class.

 This research has the theme of English teachers experiences at two different school levels in this covid pandemic. This study is important because it will provide much-needed information on how educators ensure that learning continues for students at two different school levels. This study hopes to explain how a small sample of teachers from junior high school and senior high school level in the Central and South Kalimantan region have taken steps to support student online learning. Beside that the researchers decided to have research here, because in the previous studies only discussed the experiences of teachers from schools at the same level, and also the researchers directed this study to be more specific to teaching English not only in general. This study hopes to explain how a small sample of teachers from junior high school and senior high school level in the Central and South Kalimantan region have taken steps to support student online learning.

**1.2 Research Questions**

Based on the background that has been explained, researcher encounter research questions like this:

1 . What are teachers' feeling about the COVID- 19 pandemic?

2. What are some teaching strategies that English teachers' have used during COVID- 19?

3. What are some challenges and opportunities that teachers' have experienced during COVID- 19?

## **1.3 Purpose of the study**

1 .To find out how teachers' feelings during COVID- 19 pandemic .

2. To find out how teaching strategies that English teachers' have used during COVID- 19 .

 3. To find out what is the challenges and opportunities that teachers' have

 experienced delivering education during COVID-19

**1.4 Benefits of Research**

1. For Researchers

As a reference material, information source, and reference material for further research so that it can be further developed. It also adds insight and experience for researchers to implement their knowledge in the future.

1. For School

The results of this research are expected to be valuable information for school principals to make the most appropriate policies in relation to efforts to present effective and efficient learning strategies in schools.

1. For Teachers

To assist teachers and other education personnels in overcoming learning and education problems during the pandemic in order to have readiness to face similar cases in the future.