

CHAPTER I

INTRODUCTION

A. Background of the Study

The development of technology is growing rapidly by the time. The modern lifestyles are able to change human life patterns to become more dynamic. Humans also try to find the new innovations in technology. One of the modern lifestyles today is the use of the internet, which can be accessed by many people from all over the world. According to Ahmadi and Hermawan (2013: 68), internet is a global communication network that connects all computers in the world even though they have different operating systems and machines. Internet can help to continue communicating with many people from anywhere and at any time, without being hindered by distance or time. In the teaching and learning style, internet can help the teacher and student to stay connected all the time.

In advance the existence of technology, the learning system is still completely manual or classical learning model. Starting from the teacher writing on the blackboard then the students taking notes, the teacher lecturing and students listening, the teacher reading and students listening, or one of the students reading and other students listening, and so on, which is very draining and time consuming. Nurdyansyah and Musfiqon (2015) states that the world of education must innovate as a whole. This means that all instruments in the education system have a role and factors that are very influential in the success of the education system. Therefore, this can be seen how important innovation is in the world of education. The existence of this educational innovation is necessary in order to be able to equalize our education with the increasingly advanced realities of life. The importance of innovation in the world of education is due to the rapid development of the times and the increasing human needs. This innovation must be sought by a teacher so that the abilities that exist in students can be highlighted.

Advances in technology are now forcing teachers to more closely follow the all internet lifestyles, one of which is using an online learning model, especially in

teaching English as a foreign language. According to Moore, Dickson-Deane, & Galyen (2011) Online learning is a learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring out different types of learning interactions. The online learning model allows students to study completely online while still socializing with classmates. In implementing the online learning model, it is necessary to have learning methods that teachers must apply. According to Fauziati (2014: 12), methods are treated at a design level where the roles of teachers, students, and learning materials are determined. Thus, method is treated theoretically related to an approach and is organizationally determined by design. There are many methods that teachers can use for online learning, such as Cooperative Learning (CL), Contextual Teaching and Learning (CTL), Direct Learning (DL), Cycle Learning, Two Stay Two Stray, Student Teams Achievement-Division (STAD), Teams Games Tournament (TGT), Think Pair and Share, Project Based Learning (PBL), Problem Based Learning (PBL), Discovery Learning, Inquiry Based Learning (IBL), Role Playing, Cooperative Script Learning (CSL), and Blended Learning (BL). To support these methods, teachers can use various learning techniques such as using the Zoom application, Google Classroom, Edmodo, Youtube, Instagram, Facebook, and various other applications.

In this current era, schools are required to use an online learning model due to the impact of the spread of the corona virus or better known as COVID-19. According to Kemenkes.go.id (2020), “Coronaviruses are a large family of viruses that cause disease in humans and animals. In humans, it usually causes respiratory infections, from the common cold to serious illnesses such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). A new type of Coronavirus that was discovered in humans since the outbreak occurred in Wuhan China, in December 2019, was later named Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2), and causes Coronavirus Disease-2019 (COVID-19)”. Coronaviruses cause human activity to become locked as well as impact on teachers who are required to teach online also known work from home (WFH). Based on the situation, the use of that method

has various reactions from the community, especially from teachers, students, and parents who think that the online learning system will consume a large internet quota, which in turn, their monthly expenses increase from before. In addition, they consider that the online learning system has many disadvantages than advantages, one of which is that many students feel that they are very difficult to learn even though they also do not mind to say that is the best way to prevent the spread of COVID-19 in the realm of education.

Based on the various problems above, the writer decides to carry out a research entitled "ENGLISH TEACHERS' PERCEPTIONS ON ENGLISH TEACHING DIFFICULTIES USING ONLINE PLATFORM DURING COVID-19 PANDEMIC AT SDIT AR RISALAH SURAKARTA IN 2020/2021 ACADEMIC YEAR".

B. Problem Statement

In this research the writer formulates the problem of the study to support this research as follows:

1. What are the application used in teaching English during COVID-19 applied by the English teacher of SDIT Ar Risalah Surakarta?
2. What are the problems faced by the English teacher in teaching English during COVID-19 at SDIT Ar Risalah Surakarta?

C. Limitation of the Study

In this research, the writer focuses on the difficulties in teaching English by using online platform applied by the English teacher of SDIT Ar Risaah Surakarta during COVID-19 pandemic.

D. Objectives of the Study

Based on the research problem, the writer has some objectives to support this research as follows:

1. Describing the application used in teaching English during COVID-19 applied by the English teacher of SDIT Ar Risalah Surakarta.

2. Describing the problems faced by the English teacher in teaching English during COVID-19 at SDIT Ar Risalah Surakarta.

E. Benefits of the Study

It is expected that this study gives some beneficial both theoretically and practically.

1. Practically

The writer hopes that the result of the research can be useful as a reference for the teachers or readers so that they understand that in teaching English can use many online platforms and each of them has difficulties.

2. Theoretically

The result of this study can be helpful both for teachers, schools, and readers to reduce the problem in teaching and learning English especially using online platform.

F. Research Paper Organization

The writer divides this study into five chapters, namely Chapter I, Chapter II, Chapter III, Chapter IV, and Chapter V. These chapters will be described below.

The Chapter I is introduction. Introduction is consisting of background of the study, problem statement, limitation of the study, objectives of the study, benefits of the study, and research paper organization.

The Chapter II is a review of related literature. This chapter consists of previous study, notion of teaching English, notion of method and techniques, notion of online platform as a media for teaching English, and the definition of perception.

The Chapter III research method. The research method consists of type of research, setting of the research, subject and object of the study, data and source of data, method of collecting data, and technique for analyzing data.

The Chapter IV research finding and discussion.

The Chapter V conclusion and suggestion