CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, purpose of the study, the scope of the study, and the significance of the study.

1.1 Background of the Study

The COVID-19 pandemic forced the closure of classrooms worldwide and compelled, wherever possible, 1.5 billion students and 63 million teachers to unexpectedly alter their face-to-face teaching practices (Berrocoso et. al, 2020). This condition is challenging teachers to teach at home. In Indonesia, Indonesian Ministry of Education Nadiem Makarim through Decree No 4 Year 2020 stated the implementation of education policies during the emergency phase of the corona virus pandemic, there are four key points included in the policies. First, online or distance learning at home to provide learning experience without the pressure of meeting the curriculum objective for grade promotion or graduation. Second, distance learning will focus on life skills education, such as COVID-19. Thirdly, the tasks and activities of students could differ between students in accordance with their interest and condition, including the learning distance and home facilities. Finally, without providing a score or quantitative ranking, evidence or product behavior should be provided with feedback that is qualitative and useful for the teachers. This situation requires teachers to transit their teaching practice from face to face classroom to the online system to teach students (Yulia, 2020).

Face to face classroom teaching takes place in the presence of teacher delivering information in a demarcated classroom for students, using traditional (teacher-centered) approaches and traditional tools such as textbooks, talks, whiteboards and others. It also involves interaction with resources and other aspects in real time, takes place within a designated contact time and provides students with prompt feedback (Mpungose, 2020). Now it is changed into fully online teaching. Online teaching involves an integrated knowledge of the content, technology and pedagogy beyond the standards of school members who only teach live classes.

Without knowing how these factors can be combined efficiently, online learning is less successful than it would be otherwise if all factors were combined (Lichoro, 2015). The current literature shows that inexperienced online teachers are sometimes unable to cope with the pace of the online environment and commitment required to meet deadlines since they did not have a dedicated network connection to access the Internet for substantial periods of time, they did not routinely communicate with students using electronic technologies, and they were not a self-motivated, independent learner (Gay, 2016). According to Bennett, Sue & Lockyer, Lori (2004), there are five characteristics that online teachers need to develop to support 'meaning making' rather than promote content transmission in online teaching: An understanding of the online environment; Technical skills in using the features of the software; Online communication skills to engage learners; Content expertise to support learners' knowledge construction; and Personal characteristics, such as adaptability, positivity and confidence.

Teachers transitioning from face-to-face teaching to online courses are expected to keep up with the technological updates and transfer pedagogical improvements in the process. Teachers also have to learn, familiarize, and spend time converting and revising their courses themselves in the new course management system (Lichoro, 2015). This transition is a big undertaking that will take time. The amount of time differs from academic to academic depending on how many courses each teacher has in each course, the type of files and the knowledge of the teacher's technology (Eitzmann, 2011). Converting a conventional course into an online course isn't just about typing and uploading materials on the internet. Teachers need to find new ways of involving the learners and inspiring them to be involved in class instruction. For many, this is a big change from the way they have been taught and trained to teach. Teachers will need a strong support system on which to rely when introducing this shift in curriculum. It's crucial that this support is continuous through implementation from the planning stage (Lichoro, 2015). Based on Kemdikbud (2020), teachers also have difficulties such as difficulty managing Pembelajaran Jarak Jauh (PJJ) and tend to focus on completing the curriculum, reduced learning time so that teachers are not likely to meet the load of teaching hours, communication difficulties with parents as partners at home, and difficulty in accessing learning resources (due to problems with electricity / internet coverage), as well as funds for access.

While online learning is often seen as having learning advantages, it also has distinctive challenges inherently, some of which are very troublesome for English learners. The capacity of teachers to review learners' understanding through visual indicators is very limited in online classes (Plaisance, 2018). For example, some students can choose to attend classes without video, leaving teachers unable to see their facial expressions, let alone asynchronous sessions in which learners do tasks in an LMS, even in a synchronous, teleconference session (Plaisance, 2018). Based on the study of English teachers by Astuti & Solikhah (2021), teachers face problems in four areas related to material design. While textbooks, internet and online sources provide sources of materials, teachers are confused with the theories to develop the materials. For example, the 2013 Curriculum explained that knowledge competence and skill competence are the core competencies of teaching. The teacher simply understands that knowledge skills are demonstrated through skills in reading and listening, and skills in writing and speaking are skill competence (Astuti & Solikhah, 2021). Challenges often occur in a number of instances, such as the insufficient opportunity for students, the discrepancy between language policy and actual lower primary practice, the negative attitude of students towards English, overloaded main curriculum in English, big classes, and insufficient access to resources (Astuti & Solikhah, 2021). In addition, Behroozi and Amoozegar (2013) suggest that the major challenges are also inadequate teaching times, limited teaching tools, poor English-speaking skills, and ineffective use of technology during teaching times.

The aim of this study was to investigate the pedagogical experiences of teaching practice from teachers that moved from face-to-face classroom to online teaching, and to analyze the experiences reported. The goal was to build a portrait of themes of the participants' experiences in order to gain understanding of the experience they encountered during their teaching strategies transition and teaching roles transition, as well as an insight into what challenges teachers face in the online teaching environment.

1.2 Research Questions

1. What kind of pedagogical practices did English teachers experience during the transition era from face to-face classroom teaching to online teaching?
    a. How do English teachers practice their teaching roles during the transition era from face-to-face classroom teaching to online teaching?
    b. How do English teachers practice their teaching strategies during the transition era from face-to-face classroom teaching to online teaching?
2. What challenges do English teachers experience during the transition era from face-to-face classroom teaching to online teaching?

1.3 Purpose of the Study

There are three purposes of this study:

1. To find out pedagogical experiences of English teachers transitioning from face to-face classroom teaching to online teaching in teaching roles.

2. To find out pedagogical experiences of English teachers transitioning from face to-face classroom teaching to online teaching in teaching strategies.

3. To find out challenges English teachers face as they transition from face-to-face classroom teaching to online teaching.
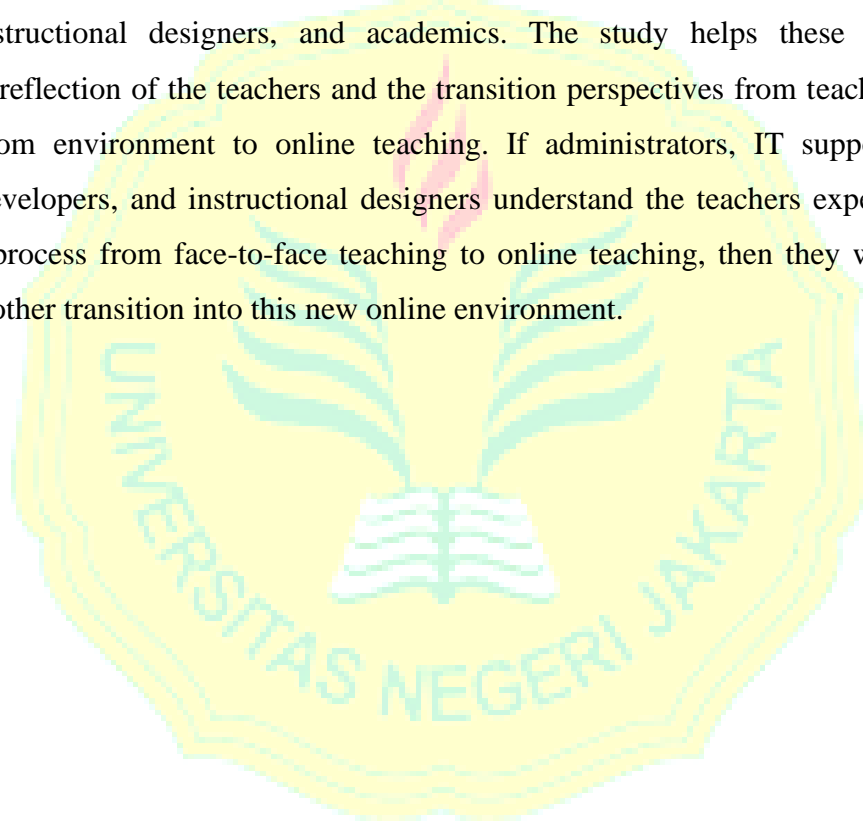
1.4 Scope of the Study

The scope of this study was the pedagogical practice experiences of English teachers transitioning from face to-face classroom teaching to online teaching in teaching strategies. Another scope of this study was the pedagogical practice experiences of teachers transitioning from face to-face classroom teaching to online teaching in teaching roles. It also focuses on

teachers' challenges in transition from face to-face classroom teaching to online teaching of English teachers.

1.5 Significance of the Study

This study is important to school administrators, IT departments in schools, curriculum developers, instructional designers, and academics. The study helps these groups better understand the reflection of the teachers and the transition perspectives from teaching in a face-to-face classroom environment to online teaching. If administrators, IT support personnel, instructional developers, and instructional designers understand the teachers experience during this transition process from face-to-face teaching to online teaching, then they will be able to promote a smoother transition into this new online environment.