

CHAPTER 1

INTRODUCTION

This chapter describes five things encourage the researcher to conduct this research. The first is the background that elaborates on the problem and statements related to the reason for conducting the research. The second is the formulation of the problem that consists of the question of the research problem. The third is operational definitions that explain several terms related to the topic. The fourth is the aim of the research that will be achieved. And the last is the use of the research that are divided into three parts; theoretical use, practical use, and empirical use.

1.1 Background

Since March 2020, the case of coronavirus disease or known as Covid-19, has become a global pandemic. The massive spread of coronavirus forces social distancing policy or was introduced as physical distancing to minimize the space of Covid-19. So, this policy is strived to slow down the spread of the Coronavirus in the community. It has a big impact on various sectors of life, especially education. According to UNESCO (2020a), schools are closed in many countries due to a public health emergency. Until the first of April 2020, UNESCO recorded at least 1.5 billion school-age children who couldn't attend school due to the impact of Covid-19 in 188 countries, including 60 million of them in Indonesia. This condition makes every country work hard to find students solutions to keep learning and fulfill their educational rights.

The Ministry of Education and Culture of Indonesia responds with educational policies mentioned in the Circular Letter of Ministry of Education and Indonesia Number 4, 2020. One of the guidelines is that during the spread of coronavirus disease (Covid-19), teaching and learning in all levels of education will be done at home by online learning. This policy forces all of the teachers in Indonesia to make the transition of the way they teach from face-to-face learning to online learning. According to Carliner (2003), online learning is access to learning experiences via some technology. Meanwhile, Anderson (2008) defines online learning as a subset of distance education that has always been concerned with providing access to an educational experience that is, at least, more flexible in time and space than campus-based education. The definition of online learning during the pandemic is that teachers and students do not go to school, but they teach and study from home using technology. The technology can be used like smartphones, laptops, i-pad, and tablets. Many platforms are offered for online learning that can be integrated with the technology, such as Whatsapp, Google Classroom, Ruang Guru, Quipper, Zoom meeting, etc.

There are several studies related to online learning during pandemic Covid-19. Rasmitadila et al. (2020) explained in detail concerning the readiness of technology in Indonesia during the Covid-19. It ought to be in line with the national humanist syllabus, support, and collaboration from all stakeholders and government, schools, teachers, parents, and the community. The readiness of technology also needed a proper teaching strategy. Lestiyawati &

Widyanoro (2020) found three teaching methods applied by Indonesian teachers: applying only online chat, using video conference, and combining both online chat and video conference in the online teaching and learning process. Meanwhile, they also found some obstacles to e-learning, such as the lack of technical skills, infrastructure and facilities, teachers' teaching strategy, and economic problems. The lack of technology infrastructure, the expensive internet cost, and the family financial crisis also became the teachers' obstacles during online learning in a pandemic era in Bangladesh, as reported by Ramij & Sultana (2020).

Nambiar (2020) and Orhan & Beyhan (2020) focused that one of the critical areas for teacher and student satisfaction with online categories is the interaction between them. The engagement of scholars had a crucial role in teachers' satisfaction. For teachers, formal education was more successful than online education because of full communication and interaction. Giovannella (2020) conducted a study on the Italian school system to capture how the teachers perceive and experience online education two months after the beginning of the Covid-19 pandemic. It was found that teachers had a positive perception of using technologies. The professional development of teachers in digital skills is needed to prepare for future teaching activities. Klapproth also supports this, Klapproth (2020), suggests that teachers develop their digital skills. Therefore, schools should equip them with the necessary computer hardware and software contributing to a willingness to use online teaching technologies.

For Madrasah Tsanawiyah (MTs) teachers in Tasikmalaya, Indonesia, online learning is still a new system for teaching. Therefore, teachers' early perceptions of online learning are crucial to facilitating an effective online learning environment, the benefits and barriers to implementation must be understood. So, this study aims to investigate the teachers' perception of the use technology in the online English learning process during the pandemic Covid-19 period.

Therefore, the writer is intended to conduct research entitled, “Teachers’ Perception of the use Technology on Online English Learning during the Pandemic Covid-19 Period”. The strength of this research is that the research about the use of technology in online learning has not been conducted yet especially at Madrasah Tsanawiyah (MTs) in Tasikmalaya. This research is conducted to know how the teacher teaches using technology in an online learning classroom during the teaching-learning process.

1.2 Formulation of the Problem

The formulation of the problem in this research is. As follows, “What is teachers’ perception of the use technology on the online English learning process during the pandemic Covid-19 period?”

1.3 Operational Definitions

To prevent misunderstanding, here are the operational definitions of the keywords:

- 1.3.1 Teacher Perception: Teachers’ assumptions and principles are based on teachers’

learning experiences about students and how academic materials are taught following the current policy as long as the online learning process. It is often held tacitly and has a powerful impact on their teaching practice.

1.3.2 Technology

Technology is the use of scientific knowledge for practical purposes or applications, whether in industry or in our everyday lives. So, whenever we use our scientific knowledge to achieve some specific purpose, we're using technology. Well, there is slightly more to it than that. Technology usually involves a specific piece of equipment, but that equipment can be incredibly simple or dazzlingly complex.

1.3.3 Online Learning:

Online learning is also known as E-learning, which is a system or concept of education that utilizes information technology in a learning

process. Online learning here uses internet-based technology, namely E-Learning Madrasah and WhatsApp as a means of learning during the Covid-19 pandemic.

1.4 Aim of the Study

The research aims to analyze teachers' perception of the use technology on online English learning process during the pandemic Covid-19 period.

1.5 Significances of the Research

The result of this research is expected to provide some advantages, as follows:

1.5.1 Theoretical Use

This research can be useful as a source of reference for relevant research on online English learning and this research can be useful as input for increasing knowledge about online English learning in the Covid-19 pandemic at Madrasah Tsanawiyah (MTs).

1.5.2 Practical Use

1.5.2.1 The English teachers can implement an online learning model that can make the learning process, and help facilitate students to improve learning outcomes.

1.5.2.2 The researchers can increase the knowledge and information about online English learning in the Covid-19 pandemic.

1.5.2.3 The students can add knowledge about online-based learning in the Covid-19 pandemic.

1.5.3 Empirical Use

The result of this research will tell the readers about teachers' perception of the use technology on online learning as an impact of school from home during the pandemic Covid-19 period on the learning process and its contribution to the education field.

