

CHAPTER I

INTRODUCTION

A. Background of The Research

The development of information and communication technology in the industrial era 4.0 has had a great influence on the teaching and learning process. Easy access to technology has been used by teachers to improve the quality of education. Along with the rapid development of information technology, the need for information technology-based concepts and mechanisms of learning becomes inevitable. The concept and mechanism of teaching and learning based on information technology in this case is online learning.

Online learning is a growing educational alternative for adults who, due to time and space constraints cannot attend face-to-face classes on a regular basis.¹ In the industrial era 4.0 digital technology can have a negative impact on education if its use is not appropriate. Therefore, according to Putrawangsa and Hasanah listed in the Tatsqif Journal written by Nurul and Lukman that understanding the principles and factors that influence the effectiveness of

¹Marta L. Montiel-Chamorro, “Comparing Online English Language Learning and Face-to-Face English Language Learning”, (Dissertations, Virginia Commonwealth University, 2018), 1

digital technology and learning is a very important thing for an educator.² Furthermore, Harto emphasized that an educator is required to have four competencies in order to be able to use digital technology appropriately. *First*, an educator must understand and be able to use digital technology and its application. *Secondly*, having leadership competence that is able to direct students to have an understanding of technology. *Third*, has the ability to predict precisely the direction of the turmoil of change and strategic steps to deal with it. *Fourth*, having competence in controlling themselves from all the turmoil of change and being able to deal with it by bringing up ideas of innovation and creativity.³

Online learning has been widely accepted by the world community as evidenced by the rampant implementation of online learning in educational institutions such as training, schools, universities, and industry. The use of online learning as technology also requires a design so that it can carry out learning effectively and improve student learning outcomes so that learning objectives can be achieved. Obviously, the use of this technology online network has been used by the internet as a means of interactive communication.

In online learning, teacher-student activities are relatively separate in time and space. Although they can be synchronous, the teaching activities are more

²Nurul Lailatul Khusniyah and Lukam Hakim, *Efektifitas Pembelajaran berbasis Daring: Sebuah Bukti Pada Pembelajaran Bahasa Inggris*, Tatsqif Journal, Vol. 17 No. 1 (Juni 2019), 20

³Nurul Lailatul Khusniyah and Lukam Hakim, *Efektifitas Pembelajaran berbasis Daring: Sebuah Bukti Pada Pembelajaran Bahasa Inggris*, Tatsqif Journal, Vol. 17 No. 1 (Juni 2019), 20

often asynchronous which facilitates better the personalization of learners' needs. It is difficult for teachers to grasp the whole picture of learners' development in an online course compared with traditional face-to-face classroom teaching. However, it is possible for teachers to learn more about the process of teaching through the records of the learning process on an online learning platform; and it is essential to reflect on these records for the continuous enhancement of online teaching.

Since online discussions are asynchronous and require learners' comments and statements, there is an expectation that learners reflect on what they have learned from the resource assignments before they come to class (online) to participate in the course activities, such as posting their reflections in the discussion areas. Online classrooms now provide opportunities for synchronous gatherings, but good online practice uses these gatherings for consensus-building discussions, question-and-answer sessions, peer critiques, collaborative project work, and presentations anything that is less reflective work.⁴

In line with the development of technological advances, many language teachers have used technology to improve language teaching both in formal educational institutions or Islamic boarding schools. At the SMP Islam Ar

⁴Judith V. Boettcher, Rita Marie Conrad, *The Online Teaching Survival Guide* (San Francisco: Jossey Bass, 2016), 10.

Rochmah, during this time learning uses cooperative learning methods such as discussion, and scientific learning approach. Appropriate to the material taught, as in the material of tenses using Flash Card media, the teacher divides the students into groups, the goal is to hone the ability to use English verb.

However, because of conditions like now, Covid-19 in the pandemic era that occurred in almost all regions in Indonesia, then the teaching was changed using online teaching. So the researcher wants to know the effectiveness of using online teaching and then analyze it.

Based on the teacher's experience, online learning cannot work well for the students who do not have a mobile phone, because online learning is usually shared via Google Classroom. In addition, parents of the students never monitor their children's study, quota is also a constraint because online teaching and learning spend a lot of money.

Many students who do not understand the internet, so not all the student to follow learning-based online. Problem-solving that has been done by the teacher must be patient, giving the material, the teacher took the video from the You tube or the teacher make self-learning videos then shared with the student applications and the students asked to pay attention to it. Sometimes, the teacher giving material and assignments in the form of word documents. For the students who did not follow online learning, the teacher gave the value

appropriate to the standard of minimum completeness of mastery learning value.

In teaching English, it does require the right method so that the students can learn well and receive the lessons from the teachers so that an ideal in the learning process. Good learning must involve all parties, teachers, teaching methods, or adequate facilities. With the fulfillment of these aspects, there will be a continuous learning process. However, if explored more deeply, will be a lot that can be explored about the shortcomings in English learning. As exemplified above at SMP Islam Ar Rochmah Cilegon, teaching is formal in nature which is managed in order to comply with government regulations for online teaching because of the pandemic, so it is natural there are deficiencies in the teaching process, one of the drawbacks in terms is facilities, some students do not have tools that support which is the basic reference for the learning process.

In general, Several studies have shown that technology has many positive effects on language learning including English learning. But, some research results show that students who interact online do not more easily understand the contents of reading texts. From the results of these studies, the researcher sought to innovate online teaching media research for learning English in English education study programs.

In this research, the researcher chooses English teachers as a subject of this research. Data analysis of student results during online teaching as qualitative descriptive research. The teacher will be interviewed about online teaching and the researcher will ask the student results during online learning in English lessons. Based on that problem the researcher is interested to undertake a qualitative study to investigate by the title **“An analysis of online teaching in English learning”**.

B. Identification of The Problems

As the background of the study has been stated, it can be seen that most educators have problems getting online teaching.

Identification of the problems as follows:

1. How is online teaching in the learning process
2. What is the strategy used by the English Teacher to teach English.
3. How effective is online learning in teaching English.
4. What the difficulties of teachers during online teaching.
5. What teaching methods are used by the teacher in online teaching.
6. What methods were used before online teaching.

C. The Focus of The Study

Focusing on the topic as follow:

1. To describe clearly the extent of students' understanding in learning English during online teaching.
2. The subject of this study is the English teachers.
3. English online teaching-learning process, with views of the materials and strategies used by teacher to students, and the problems the students when they learn English.

D. The Research Questions

For the reason the researcher intends, through this case study to the analysis of online teaching in teaching-learning English. The principles of the problem can be formulated as follows:

1. How to apply online teaching in teaching-learning English?
2. What strategies are used in online teaching?
3. What are the English Teacher problems when they are online teaching?

E. The Aim of the Research

1. To analysis how to apply online teaching in teaching-learning English and the students' outcome during online learning.
2. To describe the strategies are used in online teaching.
3. To investigate the problem solving by the teachers during online teaching.

F. The Significant of The Study

While research regarding online distant learning abounds, few studies explore the relationship between undergraduate student satisfaction regarding the instructor, learning community, and teaching presence. Moreover, of studies that have explored these concepts, only a few compare their results with undergraduate students taking the same course face-to-face.

The result of this research is expected to provide some valuable advantages for the teacher, students, the researcher, and the reader. Teachers as a facilitator have an important role in the learning process. Using more than one strategy in teaching English is obligatory because every student has different comprehension in the learning process. So, this research might become a reference of technique in teaching English, especially in online teaching English. For personal advantages, this paper can increase her experience in making scientific work to understand the techniques used in real teaching-learning processes. The researcher hopes this research becomes a reference for people who need it as additional material or used as a comparative study toward the other teaching strategy and can tell others of this strategy.

The researcher hopes the result of the research will be advantageous to the reader generally and to her especially. She hopes that this research can give a contribution to others especially for the faculty of education and teacher

training in the state institute of Islamic studies UIN Sultan Maulana Hasanuddin Banten.

G. The previous study

The researcher finds some previous studies of researchers about an analysis of online teaching in teaching-learning English research as follow:

First, the previous research is arranged by Rendy Adhitya Putra (200130061). His research paper entitled is "E-learning media in English for second grade of Junior High School student" he has graduated from Universitas Muhammadiyah Surakarta. His research used a linear sequential/waterfall model method. This method is systematically that carries out stage sequentially in developing the system starting from the analysis, design, manufacture, implementation, testing, and maintenance stages. The test was carried out at SMP Muhammadiyah 1 Kartasura on the students of second-grade class A. The result of his research is a web-site based E-learning application and the majority (66%) of respondents said that E-learning application is very helpful for the learning process.⁵

⁵Rendy Adhitya Putra, "Media Pembelajaran E-Learning Pada Mata Pelajaran Bahasa Inggris Untuk Siswa Smp Kelas VIII", *Program Studi Strata I Universitas Muhammadiyah Surakarta*, (Oktober, 2017)

The second previous research is arranged by Al-Maqtri M. A. T from the Journal of Education and Human Development. His research paper entitled is "How Effective is E-learning in Teaching English? : A Case Study in the Departments of English at Colleges of Sciences and Arts (Boys and Girls) of King Khalid University (KKU), Al-Namas Campuses in Saudi Arabia.". His research uses three different tools that were utilized: Observations, questionnaires, and interviews. The result of observation of his research that the paper is confined to only one term cross-sectional sections of the different levels that the researcher-teacher is teaching. The result shows the frequencies of students' performance in doing assignments (tasks) and taking quizzes. The specification of assignments and quizzes in particular is because they are used frequently more than any other online activity. The result of the interview the frequency responses of all teachers is that it is a useful new model of teaching.⁶

The third is Yanhui Han, Shunping Wei, and Shaogang Zhang. Their paper research is "Analysis of Online Learning Behavior from a Tutor Perspective: Reflections on Interactive Teaching and Learning in the Big Data Era". A training class of online education practitioners was selected as their research subjects. The sample of their research is the fifth class of the course Tutoring Online. Their research using the log data tables and other private data

⁶Al-Maqtri M. A. T, "How Effective is E-learning in Teaching English? : A Case Study", at *Journal of Education and Human Development*, (June, 2014)

tables, statistical, and cluster analyses were conducted on the overall situation. The research indicated that learning analytics is effective in supporting tutors' reflections on interactive online teaching and learning. The analysis of the interactive forums helps tutors to focus on key teaching and learning activities, and achieve more accurate analysis than in conventional face-to-face teaching activities.⁷

Similar to both three previous studies and this research is the research focuses on the analysis of online teaching and learning. The difference between the three previous studies with this research is the method data taken used, Rendy uses a linear sequential/waterfall model method. Al Maqtri used a case study method, observations, questionnaires, and interviews. Yanhui Han, Shunping Wei, and Shaogang Zhang Whereas using the log data tables and other private data tables, statistical and cluster analysis to data analysis. Whereas the researcher use a Case Study research to collect the data and using interviews, questionnaires, and data documents to analyze the data.

H. The Organization of Writing

The researcher made this paper into five chapters.

⁷Yanhui Han, Shunping Wei, and Shaogang Zhang, "Analysis of Online Learning Behaviour from a Tutor Perspective: Reflections on Interactive Teaching and Learning in the Big Data Era", at *AAOU JOURNAL*, (June, 2016)

Chapter one consists of the background of the research, the identification of the problems, the focus of the study, the research questions, the aim of the research, the significance of the study, previous study, and the organization of writing.

Chapter two is a theoretical framework. Discuss the theory of teaching consisted of the definition of teaching, the concept of teaching, style of teaching and pupil aptitudes, and teaching styles and teacher personality. Theory of learning which consisted of the definition of learning, discuss the definition of learning English, the definition of online learning, the definition of teaching online, the tools of online teaching, the E-learning component, the Advantages of E-learning in English Teaching, and the disadvantages of E-learning in English teaching. Learning theory and philosophy, criteria of learning, and learning styles.

Chapter three is a research methodology, which consists of the method of research, place and time of research, informant, the setting of research, the instrument and technique of data collection, the technique of data procedure, and technique of data analysis.

Chapter four is finding the result, discuss data description, analysis of data, and discussion.

Chapter five is closing consist of conclusions and suggestions.