

# CHAPTER I

## INTRODUCTION

### A. Background of Research

A teacher not only teaches and monitors students' language skills, such as reading, writing, listening, and speaking but also supports, facilitates, and inspires students' enthusiasm, positive attitudes, and motivation for English. Teachers also must understand what students learn, how and why the learning affects them, and how lessons will benefit them in the future.<sup>1</sup> When English is developing as a foreign language, it becomes a crucial challenge. Teaching English as a foreign language is difficult when it comes to areas where English has little exposure.<sup>2</sup>

The global Covid-19 pandemic causes challenges in practically every aspect of people's lives, including education. Due to the closure of schools and universities in Indonesia as a result of the Covid-19 outbreak, online education is unavoidable. Teachers must transition from face-to-face

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<sup>1</sup> Ali Derakhshan and Marjan Shirmohammadli, The Difficulties of Teaching English Language: The Relationship between Research and Teaching, *International Journal of Linguistics*, 7.1 (2015), p.102.

<sup>2</sup> Intakhab A. Khan, Challenges of Teaching/Learning English and Management, *Global Journal of Human Social Science*, 11.8 (2011), p.70.

teaching to entirely online learning outside of the classroom.<sup>3</sup> It is an interesting issue to discuss because teachers may have different perspective about online learning, especially in teaching at junior high school. Due to the characteristics of teachers and students in Indonesian education, a fundamental change to online learning could significantly affect students' learning. Meanwhile, teachers may face challenges adapting to online teaching. Therefore, the perspectives of secondary school teachers in XIII grade and IX grade on these issues are compelling to be researched.

The infrastructure and components that allow modern computing are known as Information and Communications technology (ICT). Teaching and learning used to be done using conventional methods without the use of technology or electronic learning, but electronic learning (e-learning) now occupies a significant position in the teaching/learning sector. According to Pande, Online learning is web-based learning that represents phenomenal technological and communication innovations in the field of higher education.<sup>4</sup> One of the benefits of online learning is advancing the optimization of conventional learning processes ranging from learning

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<sup>3</sup> Novrika Nartiningrum and Arif Nugroho, English Teachers' Perspectives on Challenges, Suggestions, and Materials of Online Teaching Amidst The Global Pandemic, *IJEE (Indonesian Journal of English Education)*, 8 (2021), p.101.

<sup>4</sup> Deepali Pande, VM Wadhai, and VM Thakare, E-learning System and Higher Education, *International Journal of Computer Science and Mobile Computing*, 5.2 (2016), p.274.

methods, learning processes, and learning media in a more modern direction.<sup>5</sup>

Many platforms of online media can be used for teaching online purposes, such as *Google Classroom*, *WhatsApp*, *Zoom*, *Google Meet*, and *Moodle*. Modular Object-Oriented Dynamic Learning Environment (Moodle) is an online learning platform developed from pedagogical principles. It allows its users to learn through its content and activities. Moodle is a compatible e-learning application for teachers. It was designed for teachers, not a programmer. Working with Moodle does not need a mastery of programming. Furthermore, there are many sources on the internet that the teacher may use to operate it. Sasikumar clarifies that Moodle is simple to use.<sup>6</sup> If teachers want to make changes to something, they can use the same screen's edit mode function. By tapping the menu in the item's the teacher wants to edit, the teacher will be taken directly to the screen.

This platform has a primary interface that is easy to operate, and it is regularly updated with new resources and documents that make it easier to use. This platform is constantly updated, upgraded, and improved to meet the needs of its users, and it is suited to their current and future

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<sup>5</sup> Deepali, p.274.

<sup>6</sup> M Sasikumar, *Moodle Your Way to Elearning*, CDAC Mumbai, (2008), p.10.

needs. By using it, the benefit from efficiency in terms of finance, flexibility, and other advantages.<sup>7</sup>

According to the Official Moodle Platform, Moodle's multilingual managing future will have no linguistic barriers. Moodle has been translated into over 100 languages by the Moodle community, allowing all users to utilize it in their language and benefit from the many resources, help, and discussions available in different languages.<sup>8</sup>

Based on the explanation above, researcher is interested to conduct a study titled **“EFL TEACHERS’ CHALLENGES ON TEACHING ONLINE USING MOODLE AT SMP N 1 KOTA SERANG”**

**B. Statement of the Problem**

Based on the background of the research above, this research attempts to solve some stated problems as follows:

1. What are the challenges faced by English teachers when teaching using Moodle at SMP Negeri 1 Kota Serang?
2. What are the English teachers’ strategies to overcome their teaching challenges using Moodle at SMP Negeri 1 Kota Serang?
3. How is the students’ perception of Moodle used by the English teacher in teaching English?

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<sup>7</sup> Faiza Kheireddie, ‘The Effects of Using Moodle Platform Modules ( Activities ) to Improve EFL Learners ’ Writing Skills, (Thesis, Mohamed Khider Biskara University, 2020), p.23

<sup>8</sup><https://Moodle.com/> (access July 29, 2021, at 12:55 am)

### **C. The Objectives of the Research**

From the statement problem above, this research is conducted with purpose as follow:

1. To identify the challenges faced by English teachers when teaching using Moodle at SMP Negeri 1 Kota Serang.
2. To identify English teachers' strategies to overcome their teaching challenges using Moodle at SMP Negeri 1 Kota Serang.
3. To identify students' perception of Moodle used by the English teacher in teaching English.

### **D. Limitation of The Problem**

The limitation of this research was teachers' difficulties in teaching English as a foreign language focuses on the skills and abilities of teachers in teaching English in the classroom, so the teachers know the differences of students' ability, the level of motivation of students in learning, and also the use of techniques and strategies in teaching English, thus the classes are more effective in learning English and attain each of the learning objectives.

### **E. Signification of The Study**

The research result hopefully gives the benefit after arranging this this research which are follows:

1. For the researcher

This research helps a researcher fulfil a requirement for the Degree of Strata 1 (S1) in English Education Department and get new knowledge.

2. For the teachers

Hopefully, this study's result is useful for the teacher to improve teaching methods by teaching online learning using MOODLE to teach the teaching-learning process successfully.

3. For other Researcher

Other researcher can use this research as a reference for further research which has similar case study.

## **F. Previous Research**

1. Yasir Al Yafaei and Rais Attamimi, *Understanding Teachers' Integration of MOODLE in EFL Classrooms: A Case Study*, from English Language Centre, Salalah Collage of Technology, 2019. This study found that two teachers have been chosen to be the interviewees, to give their opinions and views on the topic under study, the factors are affecting both the implementation and integration of the Moodle program, it was evident from the narratives of the two interviewees that the integration of Moodle was successful and that it has proven to be a helpful tool in the teaching and learning processes of English.

Despite some existing factors that may hinder the working mechanisms of the implementation and integration of Moodle, the research concludes that this platform is recommended to be extended to the other skills of the English language. The difference from the first previous research was that research using qualitative research while this research using qualitative and quantitative research.<sup>9</sup>

2. Faiza Kheireddine, *The Effects of Using Moodle Platform Modules (Activities) to Improve EFL Learners' Writing Skills*, from faculty of letters and foreign languages, Mohamed Kheider Biskara University, 2020. This study found that as stated by many specialists and teachers in Biskara University, the writing skill is one of the hardest and most complicated skills where learners encounter difficulties in their tasks. Based on this, hypothesized that the use of Moodle platform modules may be a solution for EFL teachers and learners to improve their teaching and writing quality in general and the learning of the writing skills most specifically. The findings showed that teachers confirmed our hypothesis that the writing skill is the most difficult skill for students and that they do face many obstacles and difficulties when teaching it. This study, which takes the form of exploratory

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<sup>9</sup> Yasir Al Yafaei and Rais Attamimi, Understanding Teachers' Integration of Moodle in EFL Classrooms : A Case Study, *English Language Teaching (ERIC)*, 12.4 (2019), p.1–6.

research, is intended to analyze and explore EFL teachers' and students' writing difficulties and their perspectives on the use of Moodle Platform Activities to improve writing skills. The difference from the second previous research is that researcher only focused on students' writing skills while this research examined every language skill.<sup>10</sup>

3. Tazkiyatunnafs Elhawwa, *The Implementation of Moodle Platform Through lecture's perspectives at English Department*, from English Department of IAIN Palangka Raya, 2017. This study found that the online conditions are suitable for self-teaching for EFL learners. However, it does have some limitations. Blended learning combines online learning and offline learning, a mixture of individual-centeredness and group learning, a blending of traditional textbooks and multimedia, which can exploit teachers' roles of organizing, cooperating, instructing, and the learners' roles of self-controlling, motivation. Although the Moodle platform has been an enormous success, it is evident that some basic rules must be following if teachers and students are to remain motivated. As a result, it is recommended that the teacher double-check the network and software before beginning the class, evaluate the EFL students' past ICT

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<sup>10</sup> Kheireddine, The Effects of Using Moodle Platform Modules (Activities) to Improve EFL Learners' Writing Skills, Thesis, 2020.



experience, introduce the course's objective, match the task to their ability, and ensure that it is challenging not overwhelming. The difference from the third previous research is the object study. In the previous research, the lecturer was the object study; meanwhile, the object study is the teacher at school in this research.<sup>11</sup>

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<sup>11</sup> Tazkiyatunnafs Elhawwa, 'The Implementation of Moodle Platform through Lecturer's Perspectives at English Department', *Journal on English as a Foreign Language*, 7.2 (2017), 227.