

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Nowadays, the world is stricken by the COVID-19 pandemic. The COVID-19 pandemic affects the education sector. The Indonesian government has been implemented the regulations School from Home (SFH). SFH is a program that migrates the learning process from school to home. This program is implemented through an online learning process. The Minister of Education and Culture of Republic Indonesia has instructed the school to carry out online learning since March 17th, 2020, for COVID-19 affected areas (Minister of Education, 2020).

Singh and Thurman (2019) state that online learning activity occurs when the students follow the learning process from anywhere and the students communicate with their teacher and friends using an online learning platform. Online teaching may support the students to achieve knowledge in this pandemic situation. All of the subjects that should learn by the students in a school are learned through online learning. One of them is an English Subject. English teachers should maintain the learning activities of English subjects to run them effectively. Mandasari (2016) states that the teachers relate to students' success in learning English, so most English teachers know the best approach that should be implemented to teach English. The teachers have an essential role in online learning because they are the educators who guide the students directly to achieve the lesson's learning objectives. Rusman (2013) defines that teachers are the key to success in education because they guide the students in education. According to Uslu (2018), the teachers

use an online platform to implement online learning for high school students since they can use email and social media. As Aminatun and Oktaviani (2019) stated, teachers nowadays may use technology as a medium to teach. Moreover, the students are required to learn more independently from the teacher. Therefore, the teacher not only needs to teach the students but also needs to facilitate students to study.

Even though the school's learning activity has been changed into online learning, the teachers are responsible for maintaining students' learning process. The students should be able to study well and achieve the learning objectives well. After that, the teachers become the key to make an effective learning process. The teachers also need to plan the lesson carefully and deliver the material creatively so that the teachers need to learn more about using technology and its implementation in the class (Wahyudin & Kuswoyo, 2016).

Furthermore, there are several indicators to implement online learning effectively (Meylani et al., 2015). First, the teacher and the students should have an active role in the online teaching and learning process. Second, online learning platforms become the media that may be used in online learning activities. Third, students' participation in online learning is necessary. Fourth, the students should be given a post-test by the teacher to measure their understanding of the teacher's material in every meeting. Fifth, the teacher should provide the students an online quiz and give the students feedback about their quiz results. Sixth, the teacher instructs the students clearly in the online learning process. Seventh, there is good interaction between the teacher and the student in an online learning environment.

Interaction in online learning can maintain the online discussion session in the online learning process.

Several previous studies have discussed teachers' difficulties in teaching English using Google Classroom, Schoology, WhatsApp, Autodesk, Sketchbook, and Kahoot (Atmojo & Nugroho, 2020), Google Meet and Zoom (Lestinawati & Widyantoro, 2020), Webex, and team link (Sareen and Nangia, 2020). They mention several difficulties in teaching through several online learning platforms. First, Atmojo and Nugroho (2020) found out that some of the students did not have a handphone, the teachers and the students sometimes had an unstable internet connection, and many students might have low digital literacy and general literacy. Second, Lestinawati & Widyantoro (2020) found out that the teachers had difficulty explaining the material through online learning, students' limited access to the internet to attend online learning, and little support system from students' parents. Third, Sareen and Nangia (2020) found out that the teachers had technical problems in conducting online teaching. The teachers are lack service training and time management.

The novelty between the previous study and the present study investigates English language teachers' and English literature teachers' obstacles to implement teaching English using a special learning platform in school. Therefore, this study explores English language teachers' and English literature teachers' obstacles in teaching English using the E-learning Madrasah platform and investigates English language teachers' and English literature teachers' strategies to overcome those obstacles in teaching English at MAN 1 Bandar Lampung.

1.2 Research Questions

Based on the background of the study above, this research was conducted to answer the following questions:

1. What are English language teachers' and English literature teachers' obstacles in teaching English using the E-Learning Madrasah Platform at MAN 1 Bandar Lampung?
2. What English teaching strategies are applied by the English language teachers and English literature teachers to overcome their online teaching obstacles?

1.3 Research Objectives

The research objectives were:

1. To explore English language teachers' and English literature teachers' obstacles in teaching English using the E-Learning Madrasah Platform at MAN 1 Bandar Lampung.
2. To investigate English teaching strategies that are applied by English language teachers and English literature teachers to overcome online learning obstacles.

1.4 The Uses of the Study

The uses of this research are expected to be useful both theoretically and practically.

1. Theoretically

This research can be used as a reference for another researcher who wants to research a similar topic. Thus, the information in this research can help other researchers as additional information for their research.

2. Practically

Hopefully, the result of this research can give the teachers information in overcoming the obstacles that become the issues in teaching English through online learning. Eventually, the teachers are ready to become innovative teachers in teaching English through online learning.

1.5 Scope of the Study

This research's scope was English language teachers' and English literature teachers' obstacles in teaching English using the E-Learning Madrasah Platform, and the strategies were applied by the English language teachers and English literature teachers to overcome the obstacles. The subjects of this research were all English teachers at MAN 1 Bandar Lampung. There were four female English teachers. The first teacher was Hj. Iis Sholihah, M.Pd. She was 46 years old. She taught English language and literature in tenth and twelfth grade. The second teacher was Heni Astuti, S.Pd. She was 44 years old. She taught English language and literature in eleventh and twelfth grade. The third teacher was Hera Suzana, S.Pd. She was 41 years old. She taught the English language in tenth and eleventh grade. The fourth teacher was Sisca Novalia, S.Pd. She was 40 years old. Then, she taught the English language in eleventh grade.