

# **CHAPTER ONE INTRODUCTION**

## **1.1 Background of Study**

Covid-19 has spread fast to almost all countries in the world. As a result, the World Health Organization (WHO) recommends some steps to avoid the spread of Covid-19, such as implementing travel restrictions, quarantine, curfew restrictions, hazard control at work, and closure of public facilities. This virus attacks many aspects of life, and education is one of them. The impact of this virus on the education field is very substantial. Schools and universities have been closed, either nationally or locally, in several countries regarding Covid-19 because of the government policies to prevent the transmission of the coronavirus, which is very fast spreading. Then, social distancing implemented by the government dramatically impacts the learning conditions at schools. However, learning in schools must be carried out in order to meet student needs. According to Fauzia, Refnaldi and Adnan (2017), students' needs in learning are personal needs that focus on their personal information, and learning needs include five points, namely: learning attitudes, learning activity preferences, teaching media, and topics studied in class, gaps between levels to be achieved and current level of ability. As a result, the teaching and learning process should still be carried out, although with some limitations. This situation affects every subject at school, including English.

Nowadays, learning English is very important for everyone living in this globalization era to compete with others since English is used as a communication tool internationally. The role of English language has also become the qualification of many people. It could not be denied that English has become an essential

language in Indonesia since it is taught in almost every school level. Moreover, English has a special place in the school curriculum. Indonesia has been carrying out teaching English as a foreign language at schools which is taught in primary school, junior high school until senior high school. Ayu and Indrawati (2019) stated that English has been considered as a foreign language in Indonesia. However, teaching English in Indonesia is not an easy thing. Several factors influenced such as the difficulty of meaning, pronunciation, structure, and lack of vocabulary. English Foreign Language (EFL) students think even though they have studied English since elementary school. Some still face some difficulties until the upper grade. As a result, pre-service teachers must have an appropriate technique to gain students' attention to improve students' achievement during the teaching process.

In facing the education's need in Indonesia, Indonesia's universities with education and teaching training faculty already have a training program known as a Teacher Practicum Program (PPL) to make pre-service teachers improve their quality in the teaching and learning process in the future. Latifah (2014) stated that this stage requires the pre-service teachers to practice their teaching and non-teaching skills in an integrated way and intact in the actual teaching situation under intensive supervision from in-service teachers.

However, as it is mentioned in the beginning, the Covid-19 pandemic has changed the way of learning in education. Teaching and learning activities usually carried out in face-to-face meetings have turned into virtual meetings in various online learning applications. The solution currently offered is by doing online learning from home. In the online learning process, students can use multiple platforms effectively in the form of applications, websites, social networks, or

learning management systems. The various platforms available are used to help facilitate learning, such as a medium for delivering material, assessments, or simply collecting assignments. One of the media that can be used by pre-service teachers to teach is Moodle. Moodle is an application that can provide online content that students and teachers can access anytime and anywhere, so it is very supportive for distance learning.

As one of the popular education platforms, Moodle provides many features that allow students and pre-service teachers to have interaction online and give the material. According to Jeong (2017), Moodle gives a free space where teachers and learners can access the platform. Through Moodle, pre-service teachers can supply the students with supplementary information like assignments, activities, books, and videos. Moodle does not only boost the learners' autonomy, but also it could give the student the ability to control learning. Moodle also provides time for students to learn. It supports the learner-centered approach in education. Moodle can engage the learner through highly motivating activities that positively affect students' performance and promote their progress because they can work with course materials and access any web resource (Krasnova and Ananjev, 2015).

However, online studying still affords challenges for pre-service teachers. Besides the signal as the challenge, pre-service and in-service teachers also need to get accustomed to the new situation that probably has not been experienced by previous periods of Teaching Practicum Program. So, there are still several other challenges faced in teaching during this pandemic. Therefore, through this study, the writer aims to analyze and find out pre-service teachers' challenges in teaching

EFL students through Moodle as well as their strategies in overcoming those challenges in teaching process.

## **1.2 Research Questions**

Based on the background of the study above, the writer formulates the questions of the problem as follows:

1. What are the challenges encountered by pre-service teachers in teaching EFL students through Moodle?
2. What are pre-service teachers' strategies in teaching EFL students using Moodle?

## **1.3 Research Objectives**

According to the research questions proposed, the objectives of this research are:

1. To investigate pre-service teachers' challenges in teaching EFL students through Moodle
2. To analyze pre-service teachers' strategies in teaching EFL students using Moodle.

## **1.4 Use of Study**

This research is hoped to give some uses for teachers, students, and researchers.

1. To the teachers

Hopefully, the result of this research can be used as a reference for the teachers in using media for teaching and learning, especially in teaching English as a foreign language. The teachers are not expected always to use conventional teaching media anymore. Therefore, the teachers can improve their teaching

strategies to be more exciting and more engaging for the English Foreign Language class students.

2. To the students

It is hoped that the students will be more familiar with learning with technology to make them autonomous learners and elevate their learning process, especially in English.

3. To the researchers

This research is hoped to be one of the resources for the following researchers who want to conduct the research with the same topic but in broader or different scope.

### **1.5 Scope of Study**

The scope of this study consists of subject and object. The research object in this study is to analyze and find out the challenges and strategies in Teaching EFL Students through Moodle. The research subjects in this research consist of 20 students of four universities in Bandar Lampung with English education major. Those are 2 students from Universitas Teknokrat Indonesia, 9 students from Universitas Lampung, 5 students from Universitas Islam Negeri Raden Intan Lampung, and 4 students from STKIP PGRI Bandar Lampung who already did Teacher Practicum Program (PPL) for around two until three months.