CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the study. It consists of the background of the study, the research problem, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

A. Background of The Study

The World Health Organization (WHO) announced COVID-19 as a global public health emergency of international concern on 30th January 2020 as well as a pandemic on 11th March 2020.[1] Surely, as like several aspects of everyday life, COVID-19 has had a serious impact on students, instructors, and educational institutions around the world. The pandemic has caused education institutions across the world to shut down their institutions so that students could follow social distancing activities.[2] That being said, moving smoothly from an environment of face-to-face learning or education to distance and virtual learning could not happen overnight. This rapid and sudden transformation causes various obstacles and challenges at this point. But due to nobody knows when this pandemic will disappear fully, educational institutions across the world decided to use the already available technical

---

[1] Cucinotta & Vanelli, *WHO Declares A Pandemic*. (Acta Bio-Medica: Atenei Parmensis, 2020), 157-160.
[2] Muhammad Adnan & Kainat Anwar, *Online Learning Amid The Covid-19 Pandemic: Students' Perpectives*. (Journal of Pedagogical Sociology and Psychology, 2020), 45-51.

resources to create online learning material for students of all academic fields.
[3]

Due to the rapid outbreak of COVID-19, many countries around the world have had to interrupt educational activities or develop different alternatives in a very short time. UNESCO (2020) data indicates that as of April 2020, 92% of the students in the world have been affected by their education and training life. While the number of countries that closed schools in March was six, this number increased to 195 a month later.[4]

In March of 2020, the first corona virus disease (COVID-19) case found in Indonesia. Then, unfortunately, this case has increased dramatically. In 1st April 2020, the number of confirmed COVID-19 cases in Indonesia has ranged more than 1.500 cases.[5] The National Disaster Management Authority of Republic of Indonesia has decided to lengthened the period of disaster emergency caused by COVID-19 pandemic until 29th May 2020. The global spread of COVID-19 pandemic causes class suspensions then causes the needs of online learning. The Minister of Education and Culture of Republic of Indonesia has instructed schools to carry out online learning since 17th March 2020 for areas that are affected by COVID-19.[6] Soon after that, the Minister of Education and Culture of Republic of Indonesia has instructed all education

[3] *Ibid*.
[4] Mustafa Tavfik Hebebei, Yasemin Bertiz, & Selahattin Alan. Investigation of Views of Students and Teachers on Distance Education Practices during the Coronavirus (COVID-19) Pandemic. (International Journal of Technology in Education and Science, 2020), 266-282.
[5] Online"https://www.who.int/docs/defaultsource/coronaviruse/situation-reports/20200401-sitrep-72-covid19.pdf?sfvrsn=3dd8971b_2. Accessed on December 4th, 2020.
[6] Online http://kemdikbud.go.id/main/files/download/c5d9f0ec9ff40c6. Accessed on December 4th, 2020.

units to run online learning from 24th March 2020 due to the COVID-19's increasing spread and maintaining the health of students, teachers, and all educational staffs.[7]

As a result, the policies lead students to learn from home or school from home and also lead teachers to work from home, too. It fully displaces face-to-face learning in classroom setting into online learning which possibly lasts until the end of semester due to the COVID-19 pandemic. It becomes a new challenge for both students and teachers to run online learning. In this process, all students and teachers tried to quickly adapt themselves to distance education applications even though they have not had experience related to distance learning before.[8] A teacher is asked to be able to guide their students to study at home, without giving students any burden in learning English. Teachers have to give a variety of learning, teaching, and assessment and evaluation methods to make the students keep studying and do not feel bored during learning English during COVID-19 pandemic.

Rasmidatila et. al. stated that at the beginning of school from home and online learning, students were enthusiastically implement the learning, but then, students started to feel bored and less eager to learn after two months.[9] During school from home, several teachers mentioned that it was not easy to

---

[7] Online http://kemdikbud.go.id/main/files/download/51e9b72ef92c6d8. Accessed on December 4th, 2020.

[8] Gurhan Durak & Serkan Cankaya. *Undergraduate Students' Views about Emergency Distance Education during the Covid-19 Pandemic.* (European Journal of Open Education and E-learning Studies, 2020), 122-147.

[9] Rasmitadila et. Al. The Perceptions of Primary School Teachers of Online Learning during The COVID-19 Pandemic Period: A Case Study in Indonesia. (Journal of Ethnic and Cultural Studies, 2020), 90-109.

maintain students' enthusiasm for learning. Therefore, teachers must also find strategies to keep the students' enthusiasm high. The majority of parents of males and females alike report that the two greatest challenges to distance learning are 'difficulty in motivating the child' to do school work and 'demands on parent's time'. 'Finding it difficult to teach educational content' without teacher training and 'technological challenges 'tied for second place. "I resent having oversight of distance learning' was ranked last by parents of males and females alike. Sixty two percent responded 'Coming to school' and thirty-eight percent reported that they prefer 'Both equally'. No one reported that they prefer 'Learning online'.[10]

"Every teacher is an expert of their content, but they aren't an expert in the online teaching tools," says Grillo. "There's a mismatch of certain educator skills because they never thought they would be teaching from a distance. If they don't have the baseline level of skills they're at a loss." Adnan & Anwar's research found that one of the challenges of online education is the need of motivation for online learning. In traditional classes, students usually actively participate in academic activities due to their face-to-face engagement with their teacher and class fellows. 71.4% of students reported that learning in the conventional classroom was more motivating than distance learning. As indicated by the majority of the students, they can manage their study time

---

[10] Carmen McGuinness. *Educating at A Distance: A Redistribution of Roles*. Chrysalis School and Chrysalis Center for Change Seminar, 2020.

effectively online and can easily complete assignments in time but complete courses cannot be completed online.[11]

A research found by Flores and Gago in Escobar and Morrison's article (online teaching placement) showed that the most negative and challenging during online learning was the lack of interaction with students. Both students and teachers stated that they could not feel what real learning was because online learning was not real learning experience in their point of view. Another aspect of negative and challenging for students during online learning was the lack of worthy communication with their cooperating teacher. [12] Adnan and Anwar found that 78.6% of Pakistani higher education students felt that face-to-face interaction with teacher is necessary for learning and also online learning.[13]

Teaching online in Indonesia has already in service by using may education applications that can be accessed by mobile phone or computer during Covid-19 pandemic situation. There are many teachers in Indonesia felt that it is a challenge for doing teaching online, moreover teaching in distance during Covid-19 pandemic in rural areas. The teachers find difficulty to deliver the material.[14] From those explanation above, the researcher wants to make a research focuses on the challenges exactly in interaction process that English

[11] Anwar, *Perspectives*, 45-51.
[12] Paulina Sepulveda-Escobar & Astrid Morrison. Online Teaching Placement during The COVID-19 Pandemic in Chile: Challenges and Opportunities. (European Journal of Teacher Education, 2020), 587-607.
[13] Anwar. Perspective, 45-51.
[14] Putri, E. R. *EFL Teachers' Challenges for Online Learning in Rural Areas*. (TEFLIN National Seminar, 2021), 402-409.

teachers face especially in rural area in teaching during Covid-19 pandemic. This research entitled **"Teaching Challenges and Strategies Faced by Rural Area English Teachers during Covid-19 Pandemic".**

B. Research Questions

Based on the background of the study, the proposed study formulates a problem as follow. This research problem guides the researcher to do the research. The problems are:

1. What challenges do the rural area English teachers find during teaching in Covid-19 pandemic?

2. How do English teachers in rural area solve their challenges or the strategies they use during teaching during Covid-19 pandemic?

C. Objective of The Study

Based on the research questions, the objectives of this study are as follow:

1. To find out the challenges that the rural area English teachers find during teaching in Covid-19 pandemic.

2. To find out the strategies of English teachers in rural area use to teach their students during learning in Covid-19 pandemic situation.

D. Scope and Limitation of The Study

The researcher will limit the scope of the proposed study thus this proposed study can be focused on the purposes. This research will only focus on English teachers in rural area (Blitar) only. Besides, the challenges that will be examined is only on interaction issue and only be faced by English teachers during COVID-19 pandemic, do not include teaching English challenges in normal life.

E. Significance of The Study

The importance of the analysis, both theoretically and practically, is taken into account. Theoretically, the results of this study are expected to contribute to the educational field, specifically to the teachers who face some challenges during teaching English in rural area during Covid-19 pandemic English, and practically, the results of this study are expected to contribute to the educational field. This research can be used to reflect on how English teachers solve some issues or challenges in the teaching and learning process during Covid-19 pandemic.

F. Definition of Key Terms

1. Teaching challenges refer to the difficulties or problems that the teachers face to play their roles (include as controller, director, manager, facilitator, and resource).

2. Interaction refers to the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.

3. Covid-19 is a virus caused by Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-Cov-2) in which people who infected by COVID-19 show symptoms as dry cough, fatigue, fever, and dyspnea. COVID-19 pandemic outbreaks in Indonesia since March 2020. It has caused many deaths and has caused many activities turn into online, include education aspect.

4. Rural area can be defined by an open swath of land that has few homes or other buildings, and not very many people. Agriculture is the primary industry in most rural areas. The researcher chooses SMP Negeri 1 Wonodadi, Blitar as the rural area as the place of study.

5. Strategies in this qualitative study can be defined as how English teachers solve their challenges or problems they face during teaching during Covid-19 pandemic.