

CHAPTER I

INTRODUCTION

A. Background of Study

The various impacts caused by the COVID-19 pandemic are felt by many students including students learning English. This is felt by students including they who learning English because part of the learning is done at home until the COVID-19 outbreak has subsided. In this regard, the Ministry of Education and Culture (2020) provides a policy to allow the implementation of online learning. Meanwhile, the Director General of Higher Education issued a Circular Number 302 / E.E2 / KR / 2020 regarding the learning period for the implementation of educational programs. In responding to this problem, it is necessary to anticipate the teacher himself in implementing online learning. Actually, the most important thing is that good teachers have a lot of experience so that they can achieve good quality of human resources in teaching online.

Many teachers has facing the difficulties when teaching online especially in English teaching-learning process, unlike when they teaching face-to-face (direct teaching) with their students. When they teaching face-to-face, they only need to prepare the book or materials, the objective of the learning, the methods which are going to be used by the teacher, and managing class in order to achieve the objective of learning, when they found their students faced some difficulties, they can guide them directly and make the students understand easily, the teacher can also do the practice with their

students directly so the teacher can correct them and guide them when they are facing difficulties in practicing English especially in speaking class. In other hand, by the cause of pandemic, the teacher are forced to use online learning and many of them are facing difficulties in teaching online because of lacks of knowledge and experience using technology.

Because of that, many students become harder to understand the material because of lacks of practice and they hardly want to ask about the material caused of indirect teaching-learning process. That is why, the knowledge and experience is needed for the teacher in order to achieve the objectives of the learning material which has taught by the teacher and make the students more motivated to learn. That is already been said in Al-qur'an *Surah Al Mujadalah* verse 11:

يَفْسَحُ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا
مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

In that verse, Allah will raise the position for the people who have faith and knowledge. It is also been said in Al-hadits from Ibnu Majah no. 224, Rasulullah SAW has said that learning/gain knowledge is an obligation for every muslim.

The quality of teacher resources from the experience of English teachers in teaching basically consists of 2 aspects based on (Yamin, 2015) namely 1) the physical aspect (physical quality) and 2) the non-physical aspect (non-

physical quality) which concerns the ability to work, think and other skills. Therefore, efforts to improve the quality of teacher resources are oriented towards these two aspects. To improve quality of physical abilities can be directed at through nutrition and health improvement programs. Meanwhile, to improve the quality of non-physical abilities, efforts to continue education are the most needed. This step is intended as a form of teacher resource development.

Experience is a good teacher, this is recognized in educational institutions, the criteria for experienced teachers include having taught for approximately 10 years, so now prospective school principals may apply to become school principals if they have taught at least 5 years. Thus teachers must understand the details of the school, education strata are not the main guarantee in teaching success but experience that determines. The teacher should be sensitive to problems, solves problems, chooses appropriate methods, formulates instructional goals, motivates students, manages students, gets feedback in the learning process. The teachers need to manage the class as well as in order to make the student attention the material which given by the students. Actually in pandemic the teacher is recently to face that and not before. However, the teacher should work hard to learn of technology and strategy to make students to know how is the part of them gives the lesson in online part.

One of the experiences of an English teacher in teaching will have a good impact on the progress of students learning English. The problems that occurred in the field were the results of interviews with two English teachers at SMPN 2 and 18 Banjarmasin during the COVID-19 pandemic. It is the first time they teach online so that when they are going to teach they are sometimes constrained by the experience of using technology in the form of online so that English learning is less effective and less well done. Their lack of experience in terms of technology is because it is the first time English teachers teach using the internet.

So based on the above problems, the researcher raised the title about **"EXPERIENCES OF ENGLISH TEACHERS THROUGH ONLINE DURING PANDEMIC COVID-19 PERIOD"**

B. Research Questions

Based on the background study above, the writer formulates the problems that become the research question of the study. The research questions is: How is the experience of English teachers doing teaching-learning process through online during this pandemic?

C. Objectives of Study

The objective of this study is to know how is the experience of English teachers doing teaching-learning process through online during this Covid-19 pandemic.

D. Significance of Study

There are some significance of this research that the researcher hope such as:

1. Theoretical benefit

The result of study hopefully will give some useful information about how is the experiences of the English teachers in teaching-learning process through online during pandemic Covid-19 period. It is expected that deeper information can encourage English teachers to be better in teaching English through online during this pandemic.

2. Practical Benefit

a. For Researcher

This research is expected to provide learning experiences during the COVID-19 pandemic, which will later be used as a basis for self-improvement in improving the quality of learning and / or the quality of teaching while being an educator

b. For Students

This research is expected to provide knowledge and motivation during thesis writing and minimize things that can hinder thesis writing.

c. For English Teachers

It is hoped that the quality and quantity of lecturers will be increased during thesis guidance so that in the future it will be better.

d. For University

This research is expected to provide input, information and references to university leaders and leaders in the academic field as an evaluation in finding solutions to the constraints felt during the implementation of learning English during the COVID-19 pandemic and can be used as an improvement for next year.

E. Definition of Key Terms

Hereby, the researcher give some keys used in this research in order to avoid misunderstanding or misinterpretation.

1. Experience

Based on (Notosudirjo, 1990), he stated that experience is something that has been done or felt in a long time. Here, the researcher focused on the experiences of teacher doing teaching-learning process through online during this Covid-19 pandemic.

2. Pandemic Covid-19

Pandemic COVID-19 is a disease virus-based pandemic from Wuhan, China. Its spread is fast though air and body-contact. This online learning occurred because of this pandemic, so the teacher are using online learning for some time in order to keep safe distance to prevent the spread of the pandemic.