

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of The Study**

Based on the report of the WHO-China Joint Mission on Coronavirus Disease 2019 (COVID-19), COVID-19 is originally from the province of Hubei. A new pandemic over the People's Republic of China now has been pandemic all over the world. As of February 26, 2020, COVID-19 has spread to all continents, except Antarctica. Global mass media have overloaded the latest COVID-19 news every day in 2020. We were unexpectedly struck by the COVID-19 pandemic and almost every field of life has been struck, be it the economy, politics, health, travel & tourism, realty, entertainment, or education.

One of the efforts to prevent the spread of the COVID-19 pandemic is by temporarily closing educational institutions that impact millions of schools around the world; the closing of schools does not indicate that learning ends. No exception for Indonesian schools. Indonesian students, parents, and teachers have been dealing with school closures affecting 62.5 million students ranging from pre-primary to higher education since March 2020. Schools in green and yellow zones have had the option to open as of August 7 if they will enforce social distancing as well as water, sanitation, and hygiene guidelines. Most schools and madrasah have made an unprecedented shift

to remote learning in the last year, but how they've done it varies depending on the geographic and socioeconomic diversity of the region. (Gupta & Khairina, 2020)

Online education is a form of education where students use their home computers through the internet. According to Encyclopedia, Online education is a flexible system of delivery of instruction that encompasses any type of learning that takes place over the Internet. Originally, online learning provides an opportunity for educators to reach students who may not be able to enroll in a traditional classroom course and supports students who need to work at their own pace and on their schedule.

Remote learning also takes place online, it is distinct from online learning to remote learning. As the student learns through the computer/smartphone, remote learning aims to re-create the classroom experience. This implies that at scheduled times, the student logs in to the virtual classroom environment to view lectures or engage in community learning activities.

The Ministry of Religious Affairs (MoRA) and the Ministry of Education and Culture (MoEC) are providing training and other support for teachers using online learning platforms. MoEC has adapted its e-learning program, which was initially developed for classroom instruction, to include online instruction. Thus, teachers can upload learning materials and assignments, and students can apply for their work, and these features are being added to the platform.

The Ministry of Education has partnered with EdTech firms to provide free access to online learning sites, as well as broadband companies to provide free internet quotas for teachers and students. It has moved rapidly to introduce educational

television programming – Belajar dari Rumah (Study from Home) – on April 13, which has proved to be a powerful learning resource for students who do not have access to the internet. (estimated 95% have access to TV). The government has also provided e-books and worksheets to students and has approved the printing and distribution of these materials using Bantuan Operasional Sekolah (BOS) funds. On August 7, the Ministry of Education declared that schools would be able to use a condensed emergency curriculum.

COVID-19 continues to pose a major obstacle to education, despite the government's timely actions to promote learning from home. Disadvantaged students are more likely to be affected. Poorer students, for example, would lag behind their wealthier peers who have greater access to online schooling, and more disabled children will be unable to access special care.

In SMPN 1 Rantau, remote learning has never been done before, this causes both teachers and students to become confused because Information technology (IT) infrastructure is limited.

Many problems that hinder the implementation of the effectiveness of learning English happen in remote learning during COVID-19 in SMPN 1 Rantau. First, inadequate facilities and infrastructure, especially in higher use of communication tools. Many students of grade 8 do not have their own smartphones, even some do not have smartphones at all in their families. Secondly, limited internet access. Although there is already an internet network in Rantau city, not all students live in the city area.

Some students live in rural areas with poor internet network conditions that are not capable of accessing online media.

With those problems that happen during remote learning during COVID-19, there are certain strategies that teachers do to solve these problems. Such as designing learning activities with materials that are easy to understand and can be learned independently; motivating students to learn independently; using code-switching to explain the materials so that students stay exposed to English use.

In this remote learning, English teachers mostly use Whatsapp more than any other application. Another application that has been used is the google form. For some students who have low exposure to technology or no technology at home, they will come to school to get an explanation, take on the task and return the task, but it is only scheduled once a week.

After knowing and learning the problems and strategies that English teacher did in remote learning's teaching, students' experience and their expectations of learning during remote learning need to be known as an improved and better experience while doing remote learning for students of SMPN 1 Rantau. Related to surah Al-An'am verse 6:

لَمْ مَّا الْأَرْضِ فِي مَكَّنَّاهُمْ قَرْنٍ مِنْ قَبْلِهِمْ مِنْ أَهْلَكْنَا كَمْ يَرَوَا أَلَمْ  
 مِنْ تَجْرِي الْأَنْهَارَ وَجَعَلْنَا مَدْرَارًا عَلَيْهِمُ السَّمَاءَ وَأَرْسَلْنَا لَكُمْ نُمُكِّنُ  
 آخِرِينَ قَرْنًا بَعْدِهِمْ مِنْ وَأَنْشَأْنَا بِذُنُوبِهِمْ فَأَهْلَكْنَا هُمْ تَحْتِهِمْ

Means: “Have they not seen how many generations We destroyed before them which We had established upon the earth as We have not established you? And We sent [rain from] the sky upon them in showers and made rivers flow beneath them; then We destroyed them for their sins and brought forth after them a generation of others.”

The finest teacher is experience. That's the sound of a phrase we frequently hear. Experience teaches us to be better. We learn from our errors and try not to make them again. We learn to be cautious and vigilant as a result of our experiences. Allah and His Messenger have also warned so that a believer can always learn from his or her own experiences and occurrences, as well as what happens to others.

For these urges, the researcher tries to find out the students' expectations and experiences while learning English in remote learning during COVID-19 of SMPN 1 Rantau.

## **B. Research Questions**

Based on the background of the problem above, the main issues to be studied in this study can be formulated as follow:

1. What are the expectations of junior high school's students toward learning English in remote learning during COVID-19 outbreak?
2. What experiences do junior high school's students toward learning English in remote learning during COVID-19 outbreak?

### **C. Objective of Study**

The goal of the research is to know the expectations and experiences of SMPN 1 Rantau students toward learning English in remote learning during COVID-19 outbreak.

### **D. Significance of Study**

The result of this study is expected to be an input for English teachers, especially those teaching remote learning in rural areas, to consider students' learning expectations and experiences in designing the target, material, and class activities.

This study is also expected to be a consideration on learning and teaching activities especially in remote learning to meet students' expectations to achieve the target of learning objectives.

The writer also hopes that in the future, the findings of this study are intended to be used as a reference for other similar research or classroom discussion.

## **E. Definition of Key Term**

To avoid misunderstanding and misinterpretation toward the terms used in the study, the main operational definition is given as follow:

### 1. Expectations

Expectations in this study mean everything that students expect or wish to happen in learning English remotely during COVID-19.

### 2. Experiences

Experience in this study means everything that happens or any experience that students experience in learning English remotely during COVID-19.

### 3. Remote Learning

Remote learning is an activity where the students and the teacher as an educator are not physically present in a classroom or school investment. Information is delayed through technology such as video conferencing, social media, online assessments, google forms, etc.

Remote learning refers to educational activities that have a variety of formats and methods, most of which take place online. There are several online options available for communicating with students such as distributing educational material, collecting assignments, giving assessments, and collecting students' presence.