

CHAPTER I INTRODUCTION

This chapter presents the background of the study, problem statements, objectives of the study, and significance of the study.

A. Background of the Study

The Coronavirus Disease (Covid-19) outbreak became a global pandemic after it was announced by WHO (World Health Organization) in early 2020. The very rapid spread of the virus made Covid-19 the main problem all over the world. In Indonesia, education is the second aspect most affected by the Covid-19 Pandemic, after the economy. According to several earlier studies, the Coronavirus pandemic has had a significant impact on the educational field (Rahardjo & Pertiwi, 2020). In order to minimize the spread of the coronavirus that occurs suddenly, all teachers and students must carry out the learning process from home, which makes them feel unprepared for this. The unpreparedness of all components in education is a big obstacle as well. All elements must be prepared for the shift from face-to-face to distance learning during the teaching and learning process, including the government, educational institutions, educators, students, and parents. It can be admitted that the government has relaxed the education assessment system adapted to emergencies so that learning can continue without being burdened with competency achievement.

All learning activities become chaotic. Prolonged school closure and self-quarantine may negatively affect physical and mental health (Brazendale et al., 2017). YoungMinds research (2020) supports that nearly 83% of youth think the Coronavirus pandemic has worsened pre-existing mental health conditions. Because the school is closed, daily routines and direct interaction are limited, and many students feel anxious, which affects students' concerns about academic obstructions. For this reason, the government and related institutions must present alternative educational processes for students who cannot carry out the educational process in educational institutions to support the continuity of learning (Purwanto et al., 2020).

UNESCO (2020) recommends using educational programs or applications that the educational institution can use to reach the students remotely. Around 96 countries have launched platforms such as online libraries, educational broadcasts on television, simulation videos, and other online programs (Basilaia et al., 2020). The government implements a policy by replacing every face-to-face class meeting become an online meeting. Online distance learning has made significant changes, from learning methods to assessment. In this regard, teachers must take advantage of technology and convert teaching and learning activities into virtual formats. Fortunately, the adoption of educational technology provides significant opportunities for language teachers to adopt online applications and instruments to enhance learner skills during the Coronavirus pandemic (Khatoony & Nezhadmehr, 2020).

Along with the development of digital technology, language teaching and learning activities have changed drastically. There have been many ICT tools that can improve communication between students and teachers and among students themselves (Beaven et al., 2010). This forces teachers to be able to master technology in conducting emergency remote teaching. The use of digital media amid a pandemic is not only viewed by how skilled the teacher is in operating the device, but it is much more important how the teacher uses the technology to improve student learning abilities. Thus, teachers, including EFL teachers, must be able to master the technology that allows teachers to be unprepared for e-learning. However, Prensky (2001) states that teachers are digital immigrants who must adapt to the transformation of Digital Education.

In implementing e-learning, EFL teachers have serious problems related to technical, academic, communication (Mahyoob, 2020), unstable internet connectivity, internet quota spending costs (Tabassum et al., 2020), and time management (Bonilla-Murillo, 2021). Most of these issues discuss technical issues, while pedagogical issues are rarely discussed. For this reason, this study aims to determine teachers' challenges in conducting e-learning, especially in the pedagogical aspect. The pedagogical aspects that will be discussed in this study are

what are the obstacles experienced by teachers in managing learning during emergency remote teaching and how teachers overcome the problems.

Every teacher has a unique experience in facing a challenge. In this study, the researcher wants to explore the teacher's experiences at Vocational Highschool in facing pedagogical challenges during the Covid-19 Pandemic and how teachers overcome these challenges. Based on the background, the researcher formulated the title "The Pedagogical Challenges Faced by High School English Teacher in Emergency Remote Teaching". In short, the researcher wants to adopt and adapt the narrative inquiry method to the study of the teachers' experiences in facing pedagogical challenges during the Covid 19 pandemic.

B. Problem Statements

There are two main problems in this study:

1. What are the pedagogical challenges that English teachers face in emergency remote teaching?
2. How do the teachers overcome English teachers' challenges in emergency remote teaching?

C. Objectives of the Study

Based on the problem statements, the objectives of this study are formulated as follows:

1. To describe the pedagogical challenges that English teachers face in emergency remote teaching.
2. To describe how the teachers overcome the challenges that English teachers face in emergency remote teaching.

D. Significance of the Study

The writer expects that the result of the study is supposed to give benefits as follows:

1. Schools

The results of this study can be used as guidelines and descriptions in dealing with pedagogical challenges in emergency remote teaching.

2. Teachers

The results of this study can be used to increase knowledge about the types of pedagogical challenges faced by English teachers in emergency remote teaching. In addition, it can be used as a guide for teachers in overcoming pedagogical challenges in emergency remote teaching.

3. Other researchers

In theory, this research was conducted to explore the pedagogical challenges faced by English teachers in emergency remote teaching. This study aims to be useful for others who want to know about the pedagogical challenges teachers faced during the Pandemic, where teachers and students had to carry out all learning activities from home.