CHAPTER I

INTRODUCTION

This chapter covers (a) background of the study, (b) identification of the problem, (c) limitation of the study, (d) formulation of the study, (e)objective of the study, and (f) significance of the study.

1.1 Background of The Study

The Covid-19 pandemic is a global catastrophe that has a significant effect on every aspect of a country's life, including Indonesia's. The pandemic has expanded around the world, affecting people of different nationalities, levels of education, income, and gender. Governments' actions to avoid the spread of the pandemic have had an influence on social, economic, and political life (Callaway, Cyranoski, Mallapaty, Stoye, & Tollefson, 2020). The presence of a pandemic poses a number of serious issues, especially in the realm of education.

The COVID-19 pandemic in Indonesia is part of the ongoing coronavirus disease pandemic 2019 (COVID-19) around the world. The disease is caused by the coronavirus 2 that causes extreme acute respiratory syndrome (SARS-CoV-2). COVID-19 was first observed in Indonesia on March 2, 2020, when two people were confirmed to have been infected by a Japanese national. As of April 9, the pandemic had spread to 34 provinces in Indonesia, with DKI Jakarta, West Java, and Central Java being the provinces most affected.

We could mitigate the impact of a pandemic on education for students, parents, and teachers by reshaping education and curricula through open online educational resources and digital learning platforms, or digital learning; in other

words, we could switch from school environments to digital environments, according to Schleicher (2020). On the other side, it's possible that closing schools during the Covid outbreak will exacerbate learning inequities among pupils who don't have equitable access.

Educational institutions, including colleges, will increasingly have to adjust to a world where teaching and learning practices are no longer conducted face-to-face (offline), but instead emphasize distance learning (online), which tends to use technology, especially information technology, as a medium. However, online learning is not as simple as turning your palm because many people face difficulties.

Such as students' and parents' limitations in using and accessing online learning media in the form of laptops and smartphones, unreliable telecommunication networks (signal), quota splitting fees, and people's concerns about accompanying and supervising their sons and daughters in online learning, since not all parents of students have free time and a high educational history.

Educators must be "fluent users of technology; creative and collaborative problem solvers; and adaptive, socially aware experts throughout their careers" (US Department of Education Office of Educational Technology [OET], 2016, p. 34) to ensure continuity of learning in any situation and to support learners across spatial and temporal boundaries. In times of emergency, such as natural disasters (Joshi et al., 2018; Rush et al., 2016) and extreme violence, the capacity to use technology to teach learners at a distance has been extremely vital (Ramadan, 2017).

The Covid-19 pandemic has given us a glimpse into the landscape of education in the future, thanks to technological assistance. Technology, on the

other hand, will never be able to fully substitute the position of teachers, lecturers, and learning experiences between students and teachers, since education is about more than just gaining knowledge; it is also about developing values, cooperating, and being competent.

This pandemic situation is a challenge in and of itself for each individual's ingenuity in using technology to advance education. According to Bostrom (2006), the advancement of innovation is one of the most significant events in human history, impacting global population, life expectancy, education, living conditions, the workforce, connectivity, health, war, and the environment.

Collins and Halverson (Collins, A. & Halverson, 2009) agreed with Bostrom that the field of education is undergoing a major transition as a result of the digital revolution to meet the current needs of learners by enabling them to choose what to memorize in learning, when to memorize in learning, where to learn, and how to learn.

Many countries, according to Saavedra (2020), continue to offer online education. With the support of information and communication technology, online learning, or, as Baytiyeh (2018) recommends, emergency education, must continue (ICT). This includes the usage of online e-learning platforms (such as Moodle), mobile communication or social apps (such as Facebook, WhatsApp, Telegram, and Twitter), as well as the almost-forgotten radio and widely watched television.

Many students in today's world are familiar with social media and use it in their daily lives, whether male or female. They utilize social media because they believe it facilitates all sorts of communication with others, including education, business, religion, and so on.

Because of the advancement of technology, social media may be found in almost every activity, therefore it will have both advantages and problems. They are familiar with social media as a result of the rapid advancement of technology, which requires students to stay up with the times. WhatsApp, Instagram, Telegram, and other social media platforms are popular among the younger population. These applications are used to communicate with one another, but not only that; they are also utilized for other purposes, such as business and education.

The creation and distribution of user-generated content is enabled by social media, which is a collection of Internet-based apps built on the conceptual and technological foundations of Web 2.0. Users construct online communities to share information, ideas, personal messages, and other content through modes of electronic communication (such as websites for social networking and microblogging) (such as video).

Social media platforms are utilized as an online component to assist students in learning approaches, particularly blended learning approaches that combine online and face-to-face training. Social media as platforms for social communication in the educational field, based on social constructivism theory.

Telegram is a web-based service that serves a vast online community. It was founded in 2013 by two Russian brothers, Pavel and Nikolai Durov, an entrepreneur and a computer programmer, respectively, and is based in Berlin. Telegram is a multifunctional web program with channels and groups that cater to the majority of its users' needs. Telegram is the media in this study that was used to aid instructors and students in the teaching and learning process during the Covid-19 pandemic.

Telegram is quickly becoming one of the most popular social media platforms for education and pleasure. For more than three decades15, the rapid development and significant growth in computer technologies has had an impact on all parts of life. Furthermore, numerous researchers have discovered a link between student academic performance and their usage of the internet and social networking sites (SNS).

One of the challenges that students face when learning a language is a lack of opportunity for authentic dialogue as a result of non-personalized course content. They also complain about being compelled to follow a tight curriculum. Telegram channels can provide informal learning environments and new chances for English learning by integrating them into existing learning activities.

Teachers at SMP N.1 Tanjung Batu have adopted Telegram as an online learning medium to get around some of the difficulties that come with online learning. Initially, the teachers attended an IGI (Indonesian teacher organization) session on the topic of employing telegrams in online instruction. After attending the course, teachers are confident in their ability to use the telegram. Telegram has more functionality and is easier to use.

Based on the experiences of the teachers at SMP N.1 Tanjung Batu, it can be stated that telegram is a useful tool for online learning. It is also backed by the chatbox functionality, which allows professors to more easily attend to pupils in class. This feature also makes it simple for teachers to deliver activities or quizzes at the end of each lecture hour.

Students also appear to be more enthusiastic about working on telegram quizzes than manual quizzes using a pdf or google form, because this feature allows students to immediately see their scores and how many questions they have

answered correctly, as well as to show the highest results quiz to the lowest results quiz.

Not only are teachers and students expected to participate actively in online learning, but collaboration between teachers and students' parents is also required so that parents can encourage their children to participate in online learning. Although not all parents of students understand how to use the telegram program, the teacher will gently help students and parents through the process of using telegram as an online learning tool. As we all know, due to the constraints of online learning, it can be difficult for teachers to deliver lessons.

It is challenging to retain the teacher's communication style during the Covid 19 pandemic teaching learning procedure. Teachers must think more about how to explore knowledge with students and how to make it easy for them to understand. The teacher's function is no longer the sole source of knowledge. As a result, teachers should be able to use technology to increase student performance and activities in their everyday life. This is to be expected in the era of education 4.0, which includes internet literacy generation and technology.

Furthermore, while transitioning from traditional classes to virtual classrooms is not easy for students and teachers, the flexibility in selecting the appropriate tool can aid in the learning assessment that teachers perform. The online learning application that teachers utilize is not expected to deliver simply learning experiences from home. It is solely a teacher's method to make learning interesting for kids in order to increase their motivation and enthusiasm. It's also projected that students' academic achievement will rise.

Based on the background, the researcher was interested in exploring teachers' experiences in implementing telegram related to hot issue in this period.

Furthermore, with regard to her observations during the two years of online learning amid the COVID-19 pandemic carried out by the research school, the researcher was interested in conducting a study entitled "Exploring challenges, benefits and strategies of telegram implementation i teaching process during covid-19 pandemic at SMP N. 1 Tanjung Batu, Ogan Ilir".

1.2 Focus and Sub focus of The Research

This study focuses on the telegram used in the COVID-19 pandemic, based on the backdrop and identification of the problem. This study's sub-focus is on the benefits and problems of online learning using telegram during the COVID-19 pandemic, as well as how to implement and solutions to deal with challenges.

1.3 Identification of The Problem

Based on the proceeding explanation from the background of the study above, the problem of this study was identified as follows:

a. Students had difficulty accessing the internet.

b. Students did not have devices with sufficient memory storage.

c. Students did not have enough internet quota to take online lessons.

1.4 Limitation of The Study

The problem of this study was limited to investigate English teachers' experiences about exploring challenges, benefits and strategies of telegram implementing in teaching process during covid-19 pandemic at SMP N.1 Tanjung Batu, Ogan Ilir.

1.5 Formulation of Problems

The problem of this study was formulated as follows:

1. What challenges and benefits were found by the teachers of telegram implementation in teaching process during covid-19 pandemic at SMP N.1 Tanjung Batu, Ogan Ilir?

2. How did teachers implement telegram in teaching during covid-19 pandemic at SMP N.1 Tanjung Batu, Ogan Ilir?

3. What strategies were adopted to deal with the challenges of telegram implementation in teaching process during covid-19 pandemic at SMP N.1 Tanjung Batu, Ogan Ilir?

1.6 Objectives of The Study

The objectives of this study were to find out and analyze:

1. The challenges and benefits that teacher have faced in implementing telegram during teaching in covid-19 Pandemic.

2. The experience of English teachers who have implemented telegrams in teaching during the covid-19 pandemic.

3. The strategy which deals with challenges of telegram implementing in teaching during covid-19 pandemic.

1.7 Significance of The Study

This Study hopefully would be meaningful contribution for teachers, for students, writer herself and for the institution.

1. For Teacher

   This study's findings were supposed to provide important information on teachers' experiences in examining the obstacles, benefits, and tactics of telegram implementation in the teaching process during the covid-19 epidemic. As a result, telegram is a good tool for teachers to use in online learning.

2. For Students

   The findings of this study will enlighten students on teachers' experiences with telegram implementation in the teaching process during the Covid-19 pandemic, including obstacles, benefits, and strategies. While the teaching and learning process is solely online, it is hoped that students would acquire a positive attitude and become more interested in studying.

3. For Writer Herself

   By conducting this study, the researcher will be able to broaden her knowledge and experiences in terms of examining the obstacles, benefits, and strategies for telegram implementation in the teaching process during the Covid-19 pandemic.

4. For the Institution

   The findings of this research can be used to contribute positively to the enhancement of the school in applying telegram in teaching learning process during covid-19 pandemic.