

## CHAPTER I

### INTRODUCTION

This chapter contained the research background, and the reasons why this study conducted. This chapter also contained research questions, research objectives and research limitations. Terminology was used to describe several keywords so that there is no ambiguity in interpreting keywords.

#### **A. Research Background**

The 2013 curriculum has been used since the 2013 academic year in the Indonesian Education System. The 2013 curriculum was a continuation and refinement of the Competency-Based Curriculum (*Kurikulum Berbasis Kompetensi*) and the Education Unit Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan*). In the 2013 curriculum, English lessons were not required for elementary schools because the elementary school system uses thematic and English as “*muatan lokal*” lesson. English lessons become compulsory at junior high school level. The 2013 curriculum or K-13 has been implemented since 2013 until now but has become a problem since the COVID-19 pandemic was hit the whole world, including in Indonesia.

The Indonesian government implemented some policies to break the chain of the virus. The policies are *Pembatasan Sosial Berskala Besar* and *Pemberlakuan Pembatasan Kegiatan Masyarakat*. Almost all aspects were affected, including education. Since 16 May 2020 the government was closed learning activities in schools or colleges until an undetermined time. The COVID-19 outbreak forced teaching and learning activities in schools become

online or offline learning.

Teachers faced many new problems in implementing the curriculum during the COVID-19 outbreak. Teachers must be able to apply K-13 but must adjust to the policies made by the government during the COVID-19 outbreak. There were several policies in Indonesia relate to the teaching learning activities such as the temporary curriculum, the evaluation of student learning policies and zoning. Specifically, the world was faced COVID-19 outbreak and affecting to the application of learning systems to be completely online. In the application of K-13, that every subject included three competence, namely knowledge, attitudes and skills. This was not easy to do if it is not face to face for students and teachers.

Longman's Contemporary English Dictionary (as cited in Qiong, 2017) explained that the definition of word 'perception' is defined as the natural ability to perceive or notice things quickly. Perception is usually used to express about the experience of an object or something that is experienced. Perception in a general sense is a person's view of something that will make a response to how and with what someone will act. Teacher's perception is defined as a process of giving meaning to the education environment, in this case the perception includes the interpretation of the object, namely teaching. Acceptance of the conditions of the COVID-19 outbreak as a stimulus, understanding and organizing solutions to existing problems, and interpreting the organized stimulus by influencing teachers' behavior and shaping attitudes in planning and teaching preparation. Teachers made decisions in the teaching activity based on their experiences, their perceptions and their responsibilities in school. Positive teacher perceptions

effect on effective teaching and students' performance.

English teachers in Indonesia had many challenges. It was a challenge for English teachers in Indonesia to teach English as a foreign language lesson especially during the COVID-19 outbreak. The teachers also must adapt in difficult situation. Another challenge was in preparation for teaching activity. Learning methods were made attractive so that students are interested in learning English and made it easier for them to understand it. Especially if there were many students who have never studied English in elementary school. In learning English, students were required to mastery four skills, namely speaking, writing, reading and listening. Teacher was exposed increasingly with the need to enact reforms, keeping pace with rapidly developing areas knowledge and technology, while at the same time serving an increasingly diverse student with diverse interests, talents and abilities. Many students who got starting English lessons at junior high school are one of another challenges for teachers in providing subject matter and skills teaching. Moreover, teachers cannot provide face-to-face lessons during the COVID-19 outbreak.

In providing English learning during the COVID-19 period, teachers were challenged to be able to provide a learning experience from home that is fun and effective for students. Researcher conducted pre-observation about the responses of English teachers in teaching during the pandemic in Sintang Regency. Some teachers stated that they enjoyed teaching during the COVID-19 outbreak because they could use technology as a creative learning medium. For example, using Tik Tok application, Instagram application or learning how to use the

teleconferencing application so they can continue to communicate with students. However, there was teacher who find it difficult to access the internet due to network problems or quota because in suburban schools. Teachers also were not allowed to teach face-to-face during the COVID-19 outbreak and with some challenges faced by teachers in preparing English lesson that's why researcher wants to explore teacher perceptions in teaching English for junior high schools in Sintang during the COVID-19 outbreak. This study conducted in Sintang Regency. The result of a study showed that Sintang Regency was still facing problems in equal distribution of education. This educational equity problem was such as geographical conditions, facilities and infrastructure, and teacher education standards (Aristo, 2019). This was one of the reasons why researcher is going to conduct the study in Sintang for academic year 2020/2021.

### **B. Research Question**

1. What is the perception of English teachers in teaching English at junior high schools in Sintang during the COVID-19 outbreak?
2. How do teachers prepare in teaching English lessons based on teaching materials, teaching methods, and teaching evaluation for SMP in Sintang during the COVID-19 outbreak?

### **C. Research Purposes**

1. To explore the perceptions of teachers about teaching English lesson.
2. To describe about teacher preparation in teaching materials, teaching methods, and teaching evaluation during the COVID-19 outbreak in junior high schools.

## **D. Research Significance**

### **1. Teoritical Significance**

The results of this study were expected to provide significance for the development of scientific insights and provide in education input, especially related to teacher perceptions in English subjects.

### **2. Practical Significance**

#### **a. For School and Teacher**

This study was expected to help the teacher in preparing English lesson. This study was expected to contribute to the literature between teachers, parents, and schools. In addition, this study can also illustrate how teacher training and preparation need to be emphasized more. The researcher also hope gathering enough information that will help teachers prepare for teaching activities.

#### **b. For Other Researchers**

The results of this study were expected to increase the knowledge and experience of the researchers. This study was also expected to be a reference for research in the future. This study was expected to be used as a reference in further research.

#### **c. For STKIP Persada Khatulistiwa Sintang**

This study was a final project as a requirement to get a bachelor degree. This study was a final project for the first batch in the English Language Education Study Program. This study was expected to be able to add scientific reference material, especially the English Language

Education Study Program and STKIP Persada Khatulistiwa.

### **E. Limitation of the Research**

Researcher provided research limitation of the study that this study focus. First, the researcher restricted the study subjects to junior high school teacher in Sintang Regency. Second, the researcher focused in teachers' perceptions and readiness of teaching English in difficult times like today, in the COVID-19 outbreak.

### **F. Terminology**

To give clear information and to avoid some misunderstanding of the terms and contents of this paper, it is necessary to clarify these following key terms.

#### **1. Teacher Perception**

The concept of perception was interpreted as a teachers' feeling, teacher motivation, teacher understanding and experience. These factors influenced how a teacher acts and decided in their professional activities. In this study, the perception was referred in teachers' preparation and planning in providing English learning activities.

#### **2. Teaching English**

Teaching English in Indonesia was an activity of teaching a foreign language to students whose first language was different and the first language used was not English. Teaching English as a foreign language in Indonesia was challenging. There were a lot of local languages as native language in Indonesia and the first language is Indonesia. Teaching English required a lot of preparations such as prepare the lesson plans, curriculum, teaching

methods and media as well as learning evaluation processes.

### 3. COVID-19 outbreak

COVID-19 outbreak was a disease spread by 2019-nCov (Corona virus). The Corona virus became a pandemic and spreaded around the world. This outbreak was difficult to handle even though the World Health Organization in 2019 was provided standard health protocols such as social distancing, physical distancing, and the use of masks. The COVID-19 outbreak effected in every aspect of life including education.