

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Recently, the Covid-19 pandemic requires people all over the globe to do physical distancing. The physical distance makes all interactions cannot be done face to face. Government policies related to social distancing and physical distancing have been applied to various fields, including education. The learning process, which is usually done face-to-face in the classroom, should be moved to be distance learning from home.

Education is “forced” directly to change the learning method from face-to-face to distance learning. Distance learning is a new thing for all interested parties: teachers, students, and education management. Distance learning requires all students to study the material given with teachers’ guidance virtually, which is still a new thing for some teachers and students. This phenomenon raises a problem that prompts a study to determine the effectiveness of the distance learning process. The students and teachers assess the effectiveness of the distance learning process and also the technology used. Fortunately, nowadays, we are surrounded by technology, which allows us to do distance learning.

Nowadays, we can find technology everywhere. Technology makes our lives more convenient. Humans cannot avoid technology in their life because it will go according to science (Ngafifi, 2014). Technological developments affect many fields, including education fields. Wherever humans go, they will meet technology. Humans use technology for communicating, shopping, and also learning. In the education field, many children can access some educative videos from some platforms like YouTube. Besides, technology also eases educators to prepare

the material for the students. There are some learning methods; one of them is the distance learning method that requires technology in the process.

Distance learning is not a new learning method. According to Wikipedia Indonesia, this learning method has been used in the United States since 1892. The University of Chicago launched a distance learning program for higher education. Lately, the procedure is commonly used by schools in Indonesia because of the COVID-19 pandemic. Distance learning is an alternative way to do the teaching and learning process during the pandemic. Most teachers and students are used to doing the teaching and learning process face-to-face. In doing the distance learning process, students and teachers have to operate some technologies, like smartphones and laptops.

Today's students may not have any obstacles in using the technology used in distance learning because they were born and raised when technologies can be found everywhere. They are in the age group 3 – 25, Y (millennial), Z, and Alpha generation. Dolot (2018), as cited in her journal, stated that new technologies are a natural environment for generation Z. That is why teachers must keep up with their students', generation Z's, nature. When the teachers and the students have no problem with the technology used, distance teaching and learning processes may go well.

Distance learning is done using an application that allows teachers and students to interact via video call, voice call, and text. Some teachers can be categorized as baby boomers and X generation. Older people tend to reject their willingness/acceptance to adopt new information technology (Venkatesh et al., 2003). Most of them are more convenient to interact face to face than via text or calls. They are not used to using any gadgets in communicating with each other. They need more time to keep up with technology usage in the learning and teaching process.

This paper will talk about English distance learning because the writer is interested in teaching and learning English. In Indonesia, English is a foreign language. It becomes one of the subjects in schools and universities. In conducting English distance learning, the teachers may feel stressed because teaching offline has already become their comfort zone. This paper is expected to provide information that may help teachers in conducting English distance learning even better.

This study is essential to be conducted to know how teachers' attitudes towards distance learning. Teachers' attitude is very influential on the success of the teaching and learning process. Besides, the writer is interested in establishing a learning course. This study can inform the writer and other people with the same interest in things that can be developed to support teachers' motivation in teaching, especially when using technology.

1.2 The field of study

Based on the background above, the field of study in applied linguistics.

1.3 Scope of the Study

This study focuses on teachers' attitudes in teaching during a pandemic. The teacher in this study was an English teacher who taught in the distance English learning. So, the scope of this study is teachers' attitudes toward English distance learning.

1.4 Problem Formulation

Based on the background and identification of the problem, the researcher formulates the situation as follows:

1. How are teachers' attitudes toward English distance learning?
2. What are the things that affect the teachers' attitude toward English distance learning?

1.5 Objectives of the Study

The objectives of this study are to discover the teachers' attitudes toward English distance learning. This study tries to determine how the teachers' attitudes toward English distance learning are and find the factors affecting the teachers' attitude toward English distance learning.

1.6 Significance of the Study

Regarding the background and the research objectives, the researcher expects that the research will significantly contribute theoretically and practically. Theoretically, the result of this research will give additional information to other linguistic researchers. Nearly the development of this research will provide some benefits for certain parties:

1. For university: This research can be used as supporting material in teaching activities about how teaching occurs in distance learning classes.
2. For the next researcher: This research can be used as a reference for researchers who want to research similar things. Future researchers can also develop this research with a different theory.
3. Readers of this study can add information and knowledge about teacher attitudes in dealing with distance learning classes.

By doing this research, the writer wants to find how the teachers' attitudes toward English distance learning are and the factors that affect it.

1.7 Definition of Term

1. Distance Learning

Distance learning can be defined as a process whereby tutors and students are separated spatially and by time (Liu, 2008).

2. Technology

Technology is always inherently intelligent enough to either perform, or to be used with, a function, purpose, or benefit that only intelligent species, human or otherwise, can appreciate (Carroll, 2017).

3. Teachers

The teacher is a professional educator whose main tasks are educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education (Warsono, 2017).

4. Attitude

Attitude is a bodily state of readiness to respond positively to a stimulus such as an object, subject, or situation (Albarracin & Shavitt, 2018).

