CHAPTER 1

INTRODUCTION

This chapter discusses some aspect dealing the topic of the research. They are the background of the research, the problem of the research, the purpose of the research, the benefit of the research, the scope of the research, and the operational definition.

1.1 The Background of the Research

The pandemic that has an impact on all aspects. The pandemic is not only in Indonesia but almost all over the world. The Indonesian government has imposed lockdown and social distancing to prevent the spread of the pandemic. After that, the government also implemented various health protocols. With lockdown, teaching and learning activities are held in their homes. Therefore, making of EFL students and educators had to change the learning system.

Online learning is an alternative form of learning that can be carried out during an emergency. Online learning is a teaching and learning process that is carried out in and with the help of the internet (Tian, 2019). Similarly, online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. In online learning, the lecturers must have reliable competence to adapt and be innovative in organizing distance learning (online). It is important because

lecturers have a crucial factor to determine the quality of the education system. Lecturers should have the competencies affecting the students' achievements and performances. Lecturers have to answer the students' needs in their learning. There are four competencies of lecturers' academic qualifications through lecturer education; strategies, personal, professional, and social. Those competencies are aimed to actualize the need in improving the quality of education in wide scope. In this research, researchers can be a focus on the EFL lecturers' strategies in using online learning.

Lecturers have a significant role in carrying out the educational process. Eco (2004: 38) states that lecturers play an important role because in the implementation of tasks cannot be replaced by machines, radios, tape recorders, or by the most modern computers. Wrightman in Muhammad (2002: 5) states that lecturers act as people who create a series of interrelated behaviors that are carried out in a given situation and are related to the progress of changes in behavior and the development of students for which they are responsible. In addition, mastery of good strategies will have an impact on the optimal learning process. So, interest in learning is the psychological aspect of a person who shows up in some symptoms, such as arousal, desire, liking and also interest in the learning process will be a motivation for desire high in learning, even with high interest in learning someone will get an experience to face in the future.

There are some previous studies which relevant to an analysis EFL lecturers strategies in using online learning. Rozita et al (2022) The data for this study was gathered through interviews and documentation. EFL students from the English education department at University San Pedro in the first Semester were the focus

of this study. The findings of this study revealed that students faced a variety of challenges while learning online, including internet data, internet connection, difficulty completing assignments, intrusion, a lack of prior experience with technology, comprehension of EFL lessons, and interaction between students and lecturers. On the other hand, students have reported feelings of dissatisfaction and unhappiness as a result of their online learning.

Widarini, et.al (2021) The research design used in this study was qualitative case study. The research subjects were three English teachers who were teaching at public junior high schools in Tabanan District. The data were collected by using observations and interviews. The data analysis technique used was descriptive qualitative. It was found that teachers implement various strategies, which include the use of Google form, Google Meet, quizzes, and video. Google meet was found to be the least frequently used platform in online learning because most teachers only used online chat. Teachers found some challenges. They were internet connection, unresponsive students, and problems with the operation of the equipment at the beginning of the pandemic.

In this study, researchers focused on EFL lecturers' strategies in online learning during the pandemic. This strategy is measured through questionnaires and interviews that contain knowledge about synchronous and asynchronous. The advantage of this research is that it uses respondents from lecturers at the Muhammadiyah University of Jember. This is different from previous studies, which only used junior high school students and teachers. This study uses 5 lecturers, which is more than previous research. In previous studies, only research

on the interaction between students and lecturers has been conducted. Students have reported feelings of dissatisfaction and unhappiness, and teachers implement several strategies on the platform, such as synchronous using Zoom, Google Meet, and asynchronous using WhatsApp, Telegram. It can be easier for the lecturers to teach online and make students more understand and effective.

1.2 The Problem of the Research

Based on the background of the study, the research problem is focused on the following:

What are the lecturers' strategies in performing synchronous and asynchronous for their material in English Education Program at Universitas Muhammadiyah Jember?

1.3 The Purpose of the Research

To know the lecturers' strategies in performing synchronous and asynchronous for their material in English Education Program at Universitas Muhammadiyah Jember.

1.4 The Benefit of the Research

1.4.1 Theoretical Significance

The result of the research is expected to give detailed information about EFL lecturers strategies research related to using online learning.

1.4.2 Practical Significance

The study will give consciousness that EFL lecturers strategy in using online learning, hopefully the study will make them understand that EFL lecturers strategy using online learning.

1.5 The scope of the research

This research focus on an analysis of EFL Lecturers' strategies synchronous and asyncronous in online learning at Universitas Muhammadiyah of Jember 2021/2022 academic year. In this study researcher focuses on lecturers strategies in Universitas Muhammadiyah Jember.

1.6 Operational Definition

1.6.1 English as a foreign language (EFL)

Describe the study of english by non-native speakers in countries where English is not the dominant language. This is not to be confused with English as a Second Language also called English as an Additional Language which is the practice of learning English in a predominantly English-speaking country. In this study EFL refers to the lecturer and the students in Muhammadiyah University of Jember.

1.6.2 Strategies

In general, a strategy is an overall approach related to the implementation of ideas, planning, and execution of an activity within a period of time. Well specifically strategies in the research is the learning strategy is a special method or approach that are applied by the teacher both in organizing students, materials, methods, media, equipment, and time so that the learning process can be carried out. In this study strategies refers to the use of lectures strategies in online learning.

1.6.3 Online learning

In this study, online learning is the process of teaching and learning process on virtual platforms. This type of online learning involves live classes, video conferencing, webinars, and other online tools. The online applications in online learning are developed and designed to facilitate easy learning and better understanding. Teaching Online is a student-centric methodology that increases students' interest and participation levels in virtual classrooms. The teaching skills play a great role in successful interaction with the studen