

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

According to a report from the Indonesian Ministry of Education and Culture, the COVID-19 pandemic caused up to 98% of colleges to hold online or e-learning courses through September 2020. The four ministries together issued a resolution in November 2020. Due to the radical shift in face-to-face education that alters pedagogical practice, colleges have quickly adopted online education (Lederman, 2020; Lee et al., 2021). Due to social constraints, university teachers and students cannot interact in person and must remain at home. In light of this new normality alters the experience of teaching and learning for university teachers and students. Because of this, it is intriguing to see how English university teachers, in particular those in the English Education Program at the Faculty of Education and Science, product design and teaching activities differently than they have up until now.

Schools and institutions have decided that contact between teachers university and students should occur from home after the Indonesian government declared a national emergency reaction in response to the spread of COVID-19. Following the Minister of Education and Culture's Circular No. 3 in 2020, teachers started converting their classrooms from traditional face-to-face instruction to online instruction. All instructors will soon have difficulties planning, developing, and leading online courses. Over time, some phenomena emerged that demonstrated not all instructors were prepared for this abrupt shift in student behavior. Not all professors are computer literate, aware of the future potential of technology, or aware of the wide range of online learning resources available now. Additionally, it was discovered that remote learning's access and facility limitations prevented the technology from being used for education to its full potential.

With Covid-19 in Indonesia, digital literacy and technology integration in language education are required for everyone, mainly university teachers and

students, to grasp online learning. The previous study has concentrated on the usage and impact of internet technologies on language teaching. First, in terms of technological integration, specifically using internet-based technologies and applications in ELT (Lawrence et al., 2020 & Ulla, Perales; Tarrayo, 2020). Second, the impact of online courses on university teachers' opinions of English students (Guler, 2018). Third, ELT innovation through online classrooms (Karim et al. 2019; Allen and Hadjistassou 2018). Fourth, ideas for teaching online ELT and digital literacy in ELT classrooms (Tour, 2020). This research supports the hypothesis that online learning and technology in the English curriculum can increase students' cognitive and creative abilities in a student-centered setting (Steele et al., 2019). While some university teachers believe that learning delivery combined with technology provides opportunities to improve student learning, others may disagree due to some of the potential drawbacks of online learning, such as uncertainty about students' understanding of learning content (Forrester, 2020), technical problems and a lack of technology skills (Ng, 2020; Andrei, 2016; Man-lapaz, 2020), and other factors that impede teaching.

University teachers must be innovative and employ a variety of technological abilities when delivering online classes. Various learning tools that have been available and in use, such as the Google Meet application, Google Classroom, Zoom, and WhatsApp, have become more frequently used. Apart from their unique flaws, these applications have beneficial features, such as online meetings and interactive chats, which allow direct engagement between teachers and students. Several existing platforms are also built to allow users to contribute documents or assignments and teachers to provide feedback and administer online evaluations. Even amid COVID-19, the author's current observations of online learning experiences show that university teachers record a half-hour university teacher video using the same teaching materials previously developed for face-to-face instruction, upload the recording to the Youtube platform and then share the Youtube link to WhatsApp groups.

University teachers' capacity to adjust to the new normal cannot be isolated from their teaching expertise with previously acquired technology or their learning experience in swiftly mastering the learning technology. As a result, this study has explored the experiences of university teacher teach EFL in English department in Indonesia practice transitioning from classroom to online teaching with various media support. The research question in this study is "how does a university teacher' instructional experience in teaching English using digital literacy amid COVID-19?" This study aimed to find university teachers' instructional experiences in teaching English during COVID-19 in Indonesia.

## **1.2 Scope and Limitation**

The scope and limitation of this research are using university teachers' instructional experience in teaching English in the English Education Program at the Faculty of Education and Science at one of the private universities in Indonesia, which focuses on the experiences of teaching English amid COVID-19.

## **1.3 Urgency of The Study**

As described above, this research was motivated by changes in university teaching and learning activities caused by the COVID-19 pandemic. This requires university teachers at universities to provide effective education during COVID-19 to achieve learning objectives.

From previous studies, it is clear that their research explores the teaching and learning process amid COVID-19 in college and high school students from the perspective of students (Locion et al., 2022; Bunga et al., 2021). Therefore, the researcher examines the experiences of a university teacher teaching English who is creative, effective, and innovative in using digital literacy and their ability to use technology in teaching English. To explore this experience amid COVID-19, the researchers chose to use a photovoice study, which was considered unique.

#### **1.4 Research Question**

Based on the background above, the researcher is interested in exploring the experiences of university teachers in teaching English amid COVID-19 in English education programs. Here, the researcher examines the strategy of a university teacher in teaching English using digital literacy amid COVID-19.

#### **1.5 Object of The study**

This research aim to:

Find out information about the experience of a university teacher related to strategies for teaching English using digital literacy amid COVID-19.

#### **1.6 Significant of The Study**

The result of this study is expected to be theoretically and practically applicable.

##### **1. Theoretically**

The study's findings will provide the solution to the query posed at the outset of the research problems.

##### **2. Practically**

Practically, the writer hopes that the result of this study will be helpful for the following:

###### **a. The Writer**

This research is expected to be a teaching reference material for writers so that if the author becomes a teacher in the future, the writer can determine strategies for using adequate digital literacy in teaching English amid COVID-19 so that classroom learning can run smoothly.

###### **b. For Those Who Are Interested in Education Field**

The results of this study can be used by university or high school teachers to understand how the strategy is for implementing digital literacy in teaching online amid COVID-19.

**c. For The Readers**

The researcher will inform readers about the experience of university teachers in teaching English amid COVID-19 and add information about the use of digital literacy used by university teachers in teaching instruction amid COVID-19.