CHAPTER I

INTRODUCTION

This chapter discusses background of the study, scope of the study, research question, purpose of the study, significance of the study, and definition of key terms.

1.1 Background of the Study

Since the end of 2019, the world has been hit by a deadly disease, namely the corona. Corona first appeared in Wuhan, China. This disease affects almost all countries in the world including the state of Indonesia. The world health organization announced that corona cases were increasing every day (McAleer, 2020). This has had a lot of negative impacts in various fields of human life, including in education. In order to prevent the spread of the Covid disease, the Minister of Education and Culture of the Republic of Indonesia stated that the entire learning process was carried out through an online learning.

By implementing online learning or E-learning, the teaching and learning process will continue even though school have been closed to reduce the spread of covid-19 (Goldschmidt, 2020). Various types of online platforms are used by teachers as a means of learning to keep going, such as Whatsapp, Google Classroom, Zoom, Google Form, Youtube and so on.

In Indonesia, English was taught in secondary schools as a foreign language (Atmojo & Nugroho, 2020). This subject also tested during the national examination as a requirement for school graduation (Jayanti & Norahmi, 2015). It

shows that English is very important in the world of education. As part who plays an important role in learning process, Hosotani and Imai-Matsumura (2011) said that teachers not only need in a good academic skills and instruction, but also in a good emotional management.

Emotion plays an important role in managing the classroom, learners' emotional wellbeing, and the teaching outcomes (Jennings & Greenberg, 2009). Corona disease has shocked teachers because the sudden shift from traditional face to face instruction in the classroom to at home base online learning. This change requires teachers to increase their energy. Moreover, full online language learning is very rarely done (Sun, 2014). This makes teachers experience many difficulties in carrying out online learning.

Previous studies have examined teachers' emotions. According to Jones and Kessler (2020), a conceptual analysis of the care involved on the part of teachers during the COVID-19 era and the relationship it has to teachers' identities. Another study conducted by Van der Spoel et al. (2020), this study compares Dutch teachers' perception regarding their online teaching expectations (prior to the transition to online teaching) and experiences (after a month of online teaching). However, very few studies have investigated teacher's emotion in teaching during pandemic and it is also important to investigate because emotions play an important role in language teaching and it is not only a rational activity but also a social one. To fill this gap, this study investigated teacher's emotion in teaching English during pandemic. This study expected to provide explanation about teacher's emotion.

1.2 Scope of the Study

This study focuses on investigating teachers' emotional experiences in teaching English in online platform during covid-19 pandemic. This study will be conducting at one of senior high school in Southeast part of Sulawesi. Only English teachers who carried out online learning are investigated in this study. This study follows a qualitative research design, with in-depth analysis of teachers' emotional.

1.3 Research Question

This study seeks to address the following question:

- What emotions are teachers experiencing when teaching English in online platform during pandemic?

1.4 Purpose of the Study

The main purpose of this study is to investigate teachers' emotional experiences in teaching English in online platform during covid-19 pandemic.

1.5 Significance of the Study

The researcher hope that the finding of the study can provide an understanding of the emotions experienced by teachers when teaching online, so that teachers can prepare and manage emotions in carrying out online learning for the implementation of the learning process and learning objectives properly. While for students, it can help students understand teacher emotion when learning online, especially in this pandemic.

1.6 Definition of Key Terms

Teacher's emotion: Throughout this study, the term teachers' emotion will refer to the teacher's feelings and reactions to someone or something, such as positive emotions; enthusiasm, joy, interest, serenity, and satisfaction as well as negative emotions; disappointed, anxious, afraid, worried, overwhelmed and sad.

Teacher's emotional experience: Teacher's emotional experience is something that touches the teacher's feelings. It can be an expression, response, or any form of emotion. Emotional states are always accompanied by emotions. Emotions that arise can underlie teachers in acting and making decisions.

Online platform: Online platform is an application or program that functions as a tool, material or technique, used in teaching and learning activities with the aim that the communication interaction process between teachers and students can take place effectively and efficiently. Some examples of online platforms are Google Classroom, Ruang Guru, Edmodo, Whatsapp, Zoom...etc. by using these platforms, teachers can give assignments and assessments, interact with students, manage learning materials. With this service, teachers and students can create classrooms that are continuously connected online.