

CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

Currently, the whole country is shocked by the global phenomenon called the corona virus disease 2019 (Covid-19). Corona virus is a virus which strikes the respiratory system of human that comes from the city of Wuhan, China, which happened last year in December 2019. Gennaro et al. (2020) claimed that Corona virus disease 2019 (Covid-19) is an RNA virus due to the existence of glycoprotein spikes on its envelop with a typical crown-like appearance under an electron microscope. Initially, corona virus is regarded as a common virus that comes and goes, but the assumption turns out to be incorrect. Zahara, Kirilova, and Windarti (2020) stated that corona virus is a deadly virus which can kill people and spread very rapidly, with flu-like symptoms, colds, coughing fever and nose disorders or runny nose. It can be concluded that corona virus is a very dangerous virus for human.

The effect of the Covid-19 pandemic has changed all aspects of human life in the world especially in Indonesia country. The Indonesian government has published and provided various policies regarding the Covid-19 outbreak since the emergence of corona virus in Indonesia. The instructions of the government are about banning people from meeting and having activities outside the home, and

encouraging staying at home, worshipping at home, working from home, and learning from home. Therefore, Nadiem Anwar Makarim, the Minister of Education and Culture of Indonesia supports the regional government's (Pemda) policy about dismissing school's activity or teaching and learning activities in the classroom, and he has ordered all education units to conduct online learning due to the increasing spread of Covid-19 (Atmojo & Nugroho, 2020). This is the one way to avoid transmission of corona virus by maintaining the health of students, teachers, and all educational staffs.

Online learning become alternative form of distance learning that can be implemented during the Covid-19 outbreak. According to Moore, Deane, and Galyen (2011), online learning is a learning process that uses accessibility, connectivity, flexibility, and the ability to establish different types of learning experiences through internet networks. In addition, Liu (2010) claimed that online learning can be defined as the knowledge transfer experience using video, audio, pictures, text communication, software and with the internet network. Online learning also connects students with their learning resources (databases, experts/instructors, libraries) that are physically separated or even far apart but can communicate, interact or collaborate directly and indirectly (Sadikin & Hamidah, 2020). So online learning is a form of long-distance learning that takes advantage of the internet network during the corona virus outbreak.

The use of mobile devices such as smartphones, tablets, and computer are needed to access information in the implementation of online learning anywhere and anytime. Korucu and Alkan (2011) defined that the achievement of distance

learning goal also affects toward the use of mobile technology because it has a major contribution in the world of education. Moreover, there are several online learning applications that can be used to facilitate the online learning process, such as Google Classroom, Edmodo, and Schoology platforms for virtual classes (Iftakhar, 2016). Furthermore, Online learning also can be done through instant messaging application and social media such as WhatsApp, Instagram, and Facebook (Kumar & Nanda, 2018). Briefly, mobile devices, online learning applications, and social media have important role in online learning activity.

In teaching process, one of the social media that is used in online learning is Facebook platform. It is a social networking site that allows people to converse and post photos and videos. Its users can create an identity for their personal information and then use their computer and an internet connection to post status updates, links, and multimedia. By using Facebook, the teachers and learners also can acquire many advantages in online learning. As Vassileva (2008) stated that using Facebook in a learning process improves the effectiveness of learning and increases communication between teachers and learners. Briefly, Facebook as a social media application have been commonly used by teachers and students as an online learning platform.

One of teaching and learning process that can be implemented by using Facebook is reading. Reading is a process in which the readers use their knowledge to the written word in order to understand the authors' purpose. Then, Haverback (2009) claimed that Facebook can be used as a learning tool to improve the students' reading skills if students are given the opportunity to

discuss assignments, ask and answer questions, and then post content/information on Facebook. There is also a chat feature on Facebook that can be used for online learning. This feature allows teachers and students to create a group chat during the teaching and learning process. Kabilan, ahmad and Abidin (2010) said that Facebook's chat feature allows users to interact with their peers and receive instant feedback on the content that they have posted on the internet. In this context, students have the opportunity to organize, synthesize, and analyze their own and their peers' posts to construct knowledge. Therefore, the reading process can be supported by using Messenger as a free messaging application from Facebook to create a group chat, which is appropriate for teaching reading. The teachers can easily connect with their students and give them assignments through the group chat.

Recently, there was online learning implementation during the Covid-19 outbreak at SMA N 1 Abab PALI by using Facebook Messenger. In this school, all of the teachers used Messenger application from Facebook as a tool in online teaching and learning activities especially in English language teaching. The teachers chose Facebook Messenger to share the material, information, assignments, photos, videos and also links video to their students on group chat. Facebook Messenger become an alternative way to solve the teaching and learning process during the Covid-19 outbreak. In Facebook Messenger, the students get many information about the lessons. There was one feature that always used by the teachers to share the material that is photo's feature. The

feature is like photo's feature in WhatsApp, so that the teachers and students can discuss about the lessons through that feature.

In relation to this, a preliminary study was conducted at SMA N 1 Abab by interviewing one of the English teachers and students. The online learning started from on Juli 2020 since the Covid-19 outbreak. The English teachers used Facebook Messenger as a main media in teaching. It is line with what one the teacher said that she used Facebook Messenger when she could not teach face to face during the pandemic of Covid-19. She also added that Facebook Messenger supported the learning process. She thought that Facebook Messenger allows her to give the materials and assignment for reading class through the photos features without using internet data (DM, personal communication, June 19th 2020). This statement was also supported by one of the students who preferred to use Facebook Messenger when she learned online at home, it because this application was free (LS, personal communication, September 15th 2020). Therefore, SMA N 1 Abab has proven using Facebook Messenger for teaching and learning English process.

Previous studies showed that the use of Facebook and Facebook Messenger are very potential to be developed as a media for teaching and learning English language skills, especially reading skills. It is line with the research conducted by Hanip and Sa'adah (2016), they indicated that Facebook is an effective social media as educational tool to help students develop their reading skills. This social media encourages students to engage and motivates them as modern learners at present. Then, the other research conducted by Samani and

Noordin (2020) stated that Facebook Messenger can be used as a pedagogical tool for developing language skills. In conclusion, English teachers can use Facebook and Facebook Messenger apps to teach English as an alternative media.

Based on the description above, teaching reading through Facebook Messenger has positive impact to help students improve their reading comprehension. Beside having positive impacts, by all means, teachers will face some challenges on the use of Facebook Messenger application in teaching reading. Therefore, the writer chose this school to conduct this research because the schools applied online learning through Facebook Messenger, and the writer want to find out what happened in teaching and learning process by using Facebook Messenger at that school. So, this research was entitled “Teachers’ Challenges on the Use of Facebook Messenger in Teaching Reading: A Case Study at SMA N 1 Abab”.

1.2 Research Problems

Based on the background, the research problem is formulated in the following question: What were the teachers’ challenges in teaching reading through Facebook Messenger at SMA N 1 Abab?

1.3 Research Objectives

In accordance with the research problem above, the objective of this study is to find out the teachers challenges in teaching reading through Facebook Messenger at SMA N 1 Abab.

1.4 Significance of the Study

The result of this study is expected to give beneficial contributions for many people. First, this research gives an explanation and deeper information for teacher about the use of Facebook Messenger. Teacher can know about the effectiveness of the use of Facebook Messenger in teaching reading.

Second, hopefully student will know the benefits on the use of Facebook Messenger in learning reading through this research. In addition, student will understand the purpose of the utility of the Facebook Messenger in learning reading. Hopefully, the use of Facebook Messenger in teaching reading makes the students realize to enhance their reading achievement.

Third, for me this research will give many benefits and information about the use of Facebook Messenger in teaching reading and what are the teachers challenges when using it. The result of this research will help me as teacher in the future to know the challenges of the use of Facebook Messenger in teaching reading.

The last, this research is also expected to give information for others researcher about the use of Facebook Messenger in teaching reading. The next researchers can use this research as a reference and expand the general information knowledge to help the other researcher as guidance in developing their research in the same field.